



CRIMINAL JUSTICE MANAGEMENT

Amended 5-year Assessment Plan

As of June 30, 2013

Submitted to

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During the past academic year, the assessment of the Criminal Justice Management (CJM) capstone course, PAD 445 – Criminal Justice Planning and Policy, highlighted areas where enhancements were necessary. The rubric (Appendix A) used to assess student performance in PAD 445 did not evaluate the capstone project adequately, while the assignments did not meet the learning objectives established for the course. Thirdly, course linkages were not taken into account in the amended assessment plan (Appendix B). This revised 5-year assessment plan attempts to strength the evaluation process for CJM (Appendix C) and streamline the 5-year assessment cycle with the major's self-study which will take place during the 2013-14 academic year.

A. Revised 5-year assessment plan

As stated above, the CJM self-study will take place during the 2013-14 academic year. Based on the findings of the self-study, it is possible that the content of some of the CJM courses will be revised. If major revisions are made to several courses, it will mostly require a major revision of the assessment plan. To minimize the possibility of incongruence among the self-study and the assessment of CJM capstone, policy, and management courses, the following 5-year assessment plan for policy- and management-related courses is proposed and replaces the assessment plan dated November 22, 2011 (Appendix B)

1. Policy-related courses

The amended assessment plan for the course with a policy-related focus is as follows:

Academic Year	Courses	Learning Objectives	Direct Assessment Tools
Year 1 2013-14	1. CJM self-study 2. Development of scoring rubric for management-based CJM courses		

Academic Year	Courses	Learning Objectives	Direct Assessment Tools
Year 2 2014-15	1. PAD 402 2. PAD 404 3. PAD 440 4. PAD 445	Based on self-study and Appendix B	Application of appropriate scoring rubric for policy-based course paper
Year 3 2015-16	1. PAD 402 2. PAD 404 3. PAD 440 4. PAD 445 5. PAD 340 6. PAD 348	Based on self-study and Appendix B	Application of appropriate scoring rubric for policy-based course paper
Year 4 2016-17	1. PAD 402 2. PAD 404 3. PAD 440 4. PAD 445 5. PAD 340 6. PAD 348	Based on self-study and Appendix B	Application of appropriate scoring rubric for policy-based course paper
Year 5 2017-18	1. PAD 402 2. PAD 404 3. PAD 440 4. PAD 445 5. PAD 340 6. PAD 348	Based on self-study and Appendix B	Application of appropriate scoring rubric for policy-based course paper
Year 6 2018-19	1. Self-study 2. Reassessment of course assessments 3. Summary report		

2. Management-related courses

The amended assessment plan for the courses with a management-related focuses is as follows:

Academic Year	Courses	Learning Objectives	Direct Assessment Tools
Year 1 2013-14	1. CJM self-study 2. Development of scoring rubric for management-based CJM courses		
Year 2 2014-15	1. PAD 402 2. PAD 404 3. PAD 440 4. PAD 445 5. PAD 318 * 6. PAD 314 *	Based on self-study and Appendix B	Application of appropriate scoring rubric for policy- or management-based course paper * Validation of management-based scoring rubric
Year 3 2015-16	1. PAD 402 2. PAD 404 3. PAD 440 4. PAD 445 5. PAD 318 6. PAD 314	Based on self-study and Appendix B	Application of appropriate scoring rubric for policy- or management-based course paper

Academic Year	Courses	Learning Objectives	Direct Assessment Tools
Year 4 2016-17	1. PAD 402 2. PAD 404 3. PAD 440 4. PAD 445 5. PAD 318 6. PAD 314	Based on self-study and Appendix B	Application of appropriate scoring rubric for policy- or management-based course paper
Year 5 2017-18	1. PAD 402 2. PAD 404 3. PAD 440 4. PAD 445 5. PAD 318 6. PAD 314 7. PAD 346 8. PAD 343	Based on self-study and Appendix B	Application of appropriate scoring rubric for policy- or management-based course paper
Year 6 2018-19	1. Self-study 2. Reassessment of course assessments 3. Summary report		

3. Scoring Rubrics

The scoring rubric used to assess courses with a policy-related focus was developed during the summer of 2012 (Appendix D). This rubric was validated in PAD 445 during the spring semester of 2013 because this capstone course was cancelled in the fall as a result of insufficient student enrollment. As shown in Appendix D, the rubric assesses each section contained in a policy paper.

During the fall semester of 2013, one or several scoring rubrics will be developed for the courses with a management-related focus. The rubric or rubrics will be validated in PAD 318 and PAD 314 in the second year of the amended assessment plan.

4. Assessment Workshops

Assessment workshops will be scheduled for the fall and spring semesters to achieve some of the following:

- Discuss the assessment plan with course instructors
- Disseminate assessment results to adjunct and full-time faculty
- Identify lessons learned with regard to assessing student performance
- Introduce new faculty to the assessment process
- Modify existing scoring rubrics to better assess student performance
- Provide guidance on how to develop course projects related to learning objectives

- Provide instruction on how to assess student performance with rubrics
- Reinforce the purpose and goal of student assessment

These workshops will be available to adjunct and full-time faculty who teach in the PAD and CJM majors.

APPENDIX A

November 2011 Scoring Rubric

Rubric for the capstone assessment

The student capstone project in PAD 445 is graded according to the following rubric. A dimension (Organization, Argumentation, and Application) is assigned 3 points if it *exceeds expectations* (as assessed according to the noted criteria), 2 points if it *meets expectations* and 1 point if it *does not meet expectations*. The goal is for students, both individually and collectively, to achieve an average score of 2.0 in each dimension.

Grading Rubric for PAD 445 Capstone Project

	Organization	Argumentation	Application
Exceeds Expectations	Assignment is well written; includes an introductory paragraph or executive summary that orients the reader to the topic and the purpose of the essay; includes transitional paragraphs, substantive information, and a closing summary.	Student presents clearly stated positions that are thoroughly supported by logical reasoning. The analytical approach used to arrive at the positions is explained. Alternatives/counter arguments are addressed.	Student clearly synthesizes and applies decision-making, leadership, and management skills to explain their position; cites a breadth of readings/case examples in support of position.
Meets Expectations	Assignment includes an introduction, transitional paragraphs, substantive information, and a conclusion. Work is coherent and generally free of grammar, spelling, and punctuation errors.	Student presents positions that are adequately supported by logical reasoning. An analytical approach is apparent but not necessarily explained. Alternatives/counter arguments are noted.	Student provides adequate synthesis and application of decision-making, leadership, and management skills to explain their position; cites one or two readings/case examples in support of position.
Does Not Meet Expectations	Assignment lacks basic organization of ideas; errors of grammar, spelling, and punctuation are present throughout the work	Assignment lacks a clear analytical approach. Presents reasons that are largely declarations of opinions	Assignment lacks synthesis and application of decision-making, leadership, and management skills.

APPENDIX B

November 2011 Assessment Plan

**Criminal Justice Management (CJM)
Assessment Plan**

Department of Public Management

Revised November 22, 2011

Mission statement of the CJM major

The Criminal Justice Management major focuses on the development of leadership, supervision and analytic skills of students who aspire to executive positions in criminal justice agencies. The major is designed to introduce students to the American criminal justice system, expose students to management issues and methods, introduce ethical considerations, and provide students with basic academic and management skills.

Assessment philosophy

The CJM major (formerly Criminal Justice Administration and Planning) was created in 1991 out of a desire by college faculty, students, and administration to develop a major that blended traditional academic study of criminal justice with the study of management sciences. Outcomes assessment has played an important role in the program's history as, over the years, the major underwent at least six self-studies and subsequent curriculum revisions based on stakeholder feedback and analysis of program data. The most recent curriculum revision became effective Fall Semester 2012 and included significant changes to the required curriculum (as detailed below in the section *History of the CJM major*). Over the past twenty years, and going forward, our assessment philosophy has been to generate program feedback loops that enable us to make continuous improvements in the CJM major. Ideally, these feedback loops will give us a clearer picture of current and emerging needs in the field of criminal justice management, students' success in acquiring knowledge and skills essential to the effective administration of criminal justice agencies, and the career trajectory of students graduating with a Bachelor of Science in Criminal Justice Management.

Learning objectives

1. *Identify core management issues affecting delivery of services by criminal justice agencies.*
2. *Describe the political, economic, legal, and social environments in which criminal justice agencies operate.*
3. *Explain the constitutional and legal challenges of delivering policing, court, and correctional services in a diverse society.*
4. *Synthesize information and use analytical approaches in designing appropriate courses of action for management-related problems in criminal justice agencies.*
5. *Organize and communicate information to a diverse workforce and citizenry by means of oral presentations, written documents, presentation graphics, and online techniques.*
6. *Observe and identify examples of decision-making, leadership and management skills in public, private, or nonprofit criminal justice organizations.*

See **Appendix A** for a curriculum map which depicts the relationship between these program objectives and the course objectives for required and elective courses in the major.

History of the CJM major

The current structure of the Criminal Justice Management major became operational at the beginning of fall semester 2011. The CJM major is an interdisciplinary, Bachelor of Science major formerly known as the Criminal Justice Administration and Planning (CJAP) major. The CJAP major was originally created in 1991 and sought to integrate the two academic disciplines of criminal justice and public administration. The CJAP major curriculum included 39 credit hours of study and required students to concentrate their studies in one of three areas: law enforcement, court administration, or corrections.

The program was first revised by the college's Governance Committee during the 93/94 academic year. The revision sought to alleviate implementation problems by eliminating some courses in the major that were never developed by the departments involved and courses that were not frequently offered. In addition, based on student interest, the number of concentrations was increased to four with the addition of a juvenile justice concentration. Subsequently, the number of courses that qualified for credit under the major was increased for each of the concentrations.

The program went through a comprehensive self-study process and subsequent revisions in 1996. Among the changes to the program was the addition of a fifth concentration, in justice policy analysis, that incorporated required and elective courses in economics, mathematics, and statistics.

Additional changes were made in the program over the course of the next ten years, including the addition of a sixth area of concentration, by subdividing the concentration in justice policy analysis into two areas of concentration: economics and crime, and analysis of economic crime.

Throughout the years, administrative coordination of the major was an uncompensated, voluntary task of a designated faculty member from the Department of Public Management. No course release time or other compensation was provided to the coordinator. Throughout its history, the program remained interdisciplinary, as all coursework was drawn from other disciplines with no courses specifically designated as CJAP or CJM courses.

By 2006 the ever-evolving CJAP curriculum included 57 courses representing 13 different disciplines (African American Studies, Corrections, Criminal Justice, Economics, Fire Science, Government/Political Science, Law, Philosophy, Physical Education, Police Science, Psychology, Public Administration, and Sociology).

The most recent, comprehensive self-study of the major was completed in December 2006 and included a review of outcome data, advice from program reviewers, and comments from students enrolled in the major. Recommendations from the self-study were incorporated into the Department of Public Management Strategic Plan, completed in February 2007, and prompted a series of additional revisions to the CJAP program, culminating in the submission of a formal Request for a Change in a Currently Registered Program to the college-wide Curriculum Committee in 2010. A longstanding problem addressed in the self-study and subsequent proposal for revision was the near impossibility of managing and monitoring the major in the form into which it had evolved. The Spring 2010 revision including changing the name of the major from Criminal Justice Administration and Planning to

Criminal Justice Management, substantially revising the core curriculum, and doing away with the six areas of concentration. The name change was in response to broader system-wide changes in criminal justice administration over the past twenty years, as the field has moved from a focus on comprehensive planning of criminal justice services to the assessment and implementation of evidence-based criminal justice practices. The revised CJM curriculum places greater emphasis on leadership, supervision, performance management, and decision-making skills. The new program plan streamlined the curriculum considerably, reducing it from a list of 57 possible courses to 18, and reducing the number of academic departments with courses that satisfy at least one course of curriculum requirements from 13 to 9. The major remains an interdisciplinary one, in that all courses in the major are drawn from these different academic departments/disciplines; there are no courses specifically titled as "Criminal Justice Management." This plan was officially approved by the committee in May 2010, with changes taking effect Fall 2011 Semester.

As the program began the fall 2011 semester, a total of 152 students were enrolled in the major. This included fifty-five (55) freshmen (0-30 credits earned), 24 sophomores (31-60 credits), 38 juniors (61-90 credits), and 35 seniors (more than 90 credits).

Assessment plan

The Criminal Justice Management Major will be assessed according to a five-year cycle, beginning with the 2010-2011 academic year. The overarching idea is to assess, on a systematic and ongoing basis, how well the curriculum and program structure are working as evidenced by student achievement in the six learning objectives of the major and to incorporate these findings into program adjustments. There are three primary areas of assessment. First is the ongoing assessment of current and emerging needs in the field of criminal justice management. This is a qualitative assessment activity. As an academic institution that prides itself on preparing students for public service in criminal justice, the faculty of John Jay College is a unique resource for providing insight into current and emerging criminal justice needs. The major coordinator has access to this collective insight through participation in departmental and college governance activities. Similarly, the major coordinator is a member of the Academy of Criminal Justice Sciences (ACJS), a professional association of academics and practitioners drawn from the many sub-fields of the criminal justice, and participates in the association's annual meeting. As a result, the collegial and professional affiliations of the major coordinator assist in the ongoing assessment of needs and trends.

The second area of assessment, level of student success in acquiring knowledge and skills essential to the effective administration of criminal justice agencies, will be conducted by applying quantitative measures. This assessment area centers on measuring student achievement of the CJM major objectives via their performance on the PAD 445 capstone project.

The third area of assessment, monitoring the career trajectory of students graduating with a Bachelor of Science in Criminal Justice Management, draws upon additional quantitative measures, including a student biographical essay assigned in PAD 445, and the annual Graduating Student Survey and the Five Year Alumni Survey conducted by the Office of Institutional Research.

A summary of year-by-year activities is as follows:

2010-2011 Academic Year

- Design a curriculum map for the major that relates course work to overall learning objectives.
- Design a scoring rubric for the PAD 445 capstone course that measures student progress in achieving learning objectives. The capstone scoring rubric will measure three dimensions – *organization, argumentation, and application*, according to three levels of performance – *exceeds expectation, meets expectations, and does not meet expectations* (see **Appendix B**).
- Pilot test the capstone rubric on a sample of term papers from PAD 445 from fall semester 2010. Results (reported in **Appendix B**) will serve to benchmark the progress of program seniors in subsequent years of the assessment cycle. As the seniors who completed the capstone during 2010-2011 completed the old curriculum, with fewer courses targeting supervisory, managerial, and decision-making skills, it is expected that successive cohorts of students taking the capstone will score higher in the three dimensions than did the previous cohort.
- The dimensions measured by the capstone rubric relate to the overall learning objectives of the major as follows: Objectives 1, 2, and 3 are assessed through the *argumentation* and *application* dimensions of the capstone rubric; Objective 4 is assessed through the *argumentation* dimensions of the capstone rubric; Objective 5 is assessed through the *organization* dimension of the capstone rubric; and, Objective 6 is assessed through the *application* dimension of the capstone rubric.
- Annual briefing to Department of Public Management and John Jay College Administration on program assessment activities

2011-2012 Academic Year

- Collect baseline data on the extent and level of student employment experience in CJM-related fields through a biographical writing assignment given in sections of PAD 445. Begin monitoring, over time, any changes in employment experience of CJM majors (using data on program graduates and program alumni from the Office of Institutional Research)
- Collect and score papers from one fall 2011 section and one spring 2012 section of PAD 445 using the capstone rubric. Compare findings with baseline data collected from 2010.
- Embed learning outcomes of the major in course syllabi for two of the core courses required in the new major PAD learning outcomes 348 – Justice Planning and Policy Analysis, and PAD 445 – Seminar in Justice Planning.
- Collect course tools (assignments, quizzes, exams, discussion board topics, and other course activities) from PAD 348 and PAD 445 activities and assignments; assess how well these course tools are addressing the six objectives of the CJM major and adjust accordingly.
- Annual briefing to Department of Public Management and John Jay College Administration on program assessment activities

2012-2013 Academic Year

- Collect data on the extent and level of student employment experience in CJM-related fields through the biographical writing assignment and Office of Institutional Research data (as noted above). Compare with 2011-2012 data.
- Collect and score papers from one fall 2011 section and one spring 2012 section of PAD 445 using the capstone rubric. Record progress in achieving major objectives. Compare with 2011-2012 data.
- In conjunction with the Coordinator of the Public Administration Major, collect data on CJM student performance in two PAD courses that are part of the core CJM major, PAD 314, Leadership, Supervision & Performance, and PAD 318, Decisions in Crisis.
- Annual briefing to Department of Public Management and John Jay College Administration on program assessment activities

2013-2014 Academic Year

- Collect data on the extent and level of student employment experience in CJM-related fields through the biographical writing assignment and Office of Institutional Research data (as noted above). Compare with 2012-2013 data.
- Collect and score papers from one fall 2011 section and one spring 2012 section of PAD 445 using the capstone rubric. Record progress in achieving major objectives. Compare with 2012-2013 data.
- In conjunction with the Coordinators of the Public Administration, Fire and Emergency Sciences, and Security Management majors, collect data on CJM student performance in selected technical courses that are part of the CJM major, including PAD 343, Administration of Financial Resources, PAD 360, Court Administration, FIS 2xx, Science Foundations of Emergency Management and Response, and SEC 310, Emergency Planning.
- Annual briefing to Department of Public Management and John Jay College Administration on program assessment activities

2014-2015 Academic Year

- Continue to collect data on the extent and level of student employment experience in CJM-related fields through the biographical writing assignment and Office of Institutional Research data (as noted above). Summarize data for end of five-year cycle report, to be completed in spring 2015.
- Collect and score papers from one fall 2011 section and one spring 2012 section of PAD 445 using the capstone rubric. Record progress in achieving major objectives. Summarize data for end of five-year cycle report, to be completed in spring 2015.
- Create a detailed assessment report on all six learning objectives including results and recommendations from the prior four years; report on CJM student learning objective achievement to the Department Curriculum Committee and the Department's Committee of the Whole

- Recommend curricular adjustments, as necessary, based on the five year review of the Criminal Justice Management Major.

Appendix A: Curriculum Map for the Criminal Justice Management Major

Criminal Justice Management (CJM) Major - Curriculum Map
Link Between Program Learning Objectives and Course Courses Learning Objectives

Courses	Program Learning Objectives					
	1	2	3	4	5	6
	Understand Core Mechanisms	Understand the Environments	Explaining Challenges & Opportunities	Analysis & Problem Solving	Organize & Communicate Information	Application
	Course Learning Objective	Course Learning Objective	Course Learning Objective	Course Learning Objective	Course Learning Objective	Course Learning Objectives
Pt 1: Foundation Courses						
CRJ 101 Introduction to Criminal Justice	Describe criminal justice institutions and how they interact and complement each other in the criminal justice process.	Explain basic concepts and theories of criminology, crime prevalence and typologies, and crime prevention.	Explain the role of the rule of law in democratic societies and articulate the consensus, conflict and interactionist perspectives on the criminal justice system.	Describe how criminal justice institutions achieve their goals and how these issues impact the construction and operations of the criminal justice system.	Discuss critically the issues of diversity embedded in the field of criminal justice.	Identify and summarize relevant criminal justice reference material.
POL 230 Principles of Constitutional Government		Demonstrate the ability to read and brief court cases and apply concepts. Demonstrate the ability to think critically and analytically about the political and legal arguments surrounding the interpretation of the Constitution and the role of the Supreme Court.	Demonstrate the ability to think critically and analytically about the political and legal arguments surrounding the interpretation of the Constitution and the role of the Supreme Court.	Examine the role of courts and public law through the study of the constitutional powers of the federal government.		
PAD 240 Introduction to Public Administration	Describe the theory and practice of management in the public sector.	Define the Constitutional, legal, political, ethical and social environments in which public administration is carried out.	Explore the complex issues confronting the public administrator.	Integrate information technology in the study of public administration; examine the uses of technology in public sector management.		Conduct research and create a literature review on an issue of importance to the public administrator.

Pt. 2: Management Courses						
PAD 241 Information in Public Management	Explain the use of information in public administration	Explain how information is used and stored by government administrators.	Distinguish and evaluate different types of information.	Research and analyze important issues in public administration.	Define how information is stored and retrieved/accessed by government administrators.	Conduct research and create an annotated bibliography on an issue of importance to the public administrator.
ENG 235 Writing for Management	Describe the main elements of writing for careers in public management	Define how information can be communicated clearly and precisely	Indicate how complex concepts can be communicated precisely	Synthesize and write information in diverse writing formats	Present the final written project, examining a criminal justice management-related issue.	Conduct a simulated proofreading, revision or editing exercise.
PAD 314 Leadership, Supervision & Performance	Recognize how performance is influenced by different types of leadership and supervision.	Identify how context impacts leaders, followers and measurement.	View leadership theories as a tool kit to be employed flexibly.	Understand how performance measurement enhances problem assessment and resolution	Engage in intensive online written communication throughout the semester. Develop and implement logic models and performance indicators.	Use case studies to enhance comprehension.
PAD 318 Decisions in Crisis	Identify what makes for effective decision-making during crises.	Justify choices made by technical personnel in critical incidents.	Explore deficiencies in crisis prevention, preparedness and response	Examine choices by incident managers to withhold information about dire circumstances to victims or/and to take action that would otherwise be illegal or unethical	Engage in intensive writing assignments that stress analysis, synthesis and parsimony in order to access leadership and decision making skills in critical incidents	Apply strategies, via simulation and model protocol dealing with an evolving critical incident, to make effective decisions for organization and response.
Pt. 3: Technical Courses (choose three)						
PAD 343 Administration of Financial Resources OR	Recognize how the public budgeting process is core to public administration decision making.	Compare how the external and internal environment impact budgeting decisions.	Explain the challenges to resource allocation.	Access how public budgeting approaches and tools are applied to solving public problems	Present the final written research project, using a graph or chart to examine a budgeting related problem.	Use current events and case studies to apply theory to practice.

ACC 250 Introduction to Accounting	Describe the accounting cycle and basic accounts: revenues, expenses, assets, liabilities and equity.	Analyze basic financial statements to determine the fiscal viability of an organization.				Prepare basic financial statements.
COR 282 Principles of Correctional Operations	Categorize the basic organization and objectives of correctional institutions; Inventory of specific administrative principles required for the effective conduct and operation of a correctional organization	Identify, define and discuss legal issues pertaining to the operation of correctional facilities		Examine and analyze the relationships among the different institutional units.		
SEC 310 Emergency Planning	Knowing the methods and resources for responding to emergencies and recovery	Surveying emergencies and disasters in an historical context: their causes and sequaelae		Learning about risk management software programs to aid in problem assessment	Presenting one's own survey to the class orally and in a formal written format	Learning how to conduct an emergency-oriented survey of an actual organization
PSC 201 Police Organization and Administration	Recognize how personnel and human resources management affects public administration's other core mechanisms	Discuss how socio-demographic, economic, political and other environments impact personnel management	Explain internal and external challenges and opportunities that face public personnel agencies	Examine how personnel management tools and techniques are applied to real-world human resource problems	Engage in oral and written personnel projects that require presentation of data and information to diverse constituents	Use personnel management tools and techniques to address current and future public problems

STA 250	Basic statistical applications and methods used for analyzing the relationships among data, for assessing policy and program outcomes & making programmatic and program decisions			Recognize and apply proper valid sampling, design, and data collection methods while conducting, interpreting and applying criminal justice management research		
PAD 360 Court Administration	Acquire a basis knowledge of the organization and administrative operations of judicial systems	Understand how the internal and external legal environments influence the business of the judiciary.	Analyze the organizational and administrative changes and how these changes have affected its traditional role in American society.	Examine how judicial rulings can result in the implementation of public policy and control of public services	Explain how automation has influenced case processing, administrative management, spatial needs and record maintenance.	Attend judicial proceedings and submit written reports on observations of the proceedings as they relate to substantive issues in court administration.
Pt. 4: Criminal Justice Planning and Policy Analysis						
PAD 348 Justice Planning and Policy Analysis	Recognize how both the planning and public policy processes inform evidence based criminal justice practice	Explain how socio-demographic, economic, political and other environments impact criminal justice policy and planning	Explain internal and external challenges and opportunities that enhance or deter criminal justice policy and planning	Examine how criminal justice policy and planning tools and techniques are applied to real-world problems	Engage in oral and written policy and planning projects that require presentation of data and information to diverse constituents	Use criminal justice policy and planning tools and techniques to address current and future criminal justice problems
Capstone Course (choose one)						

PAD 445 Seminar in Criminal Justice Policy and Management	Apply management skills, knowledge and theory to a contemporary criminal justice management problems.	Indicate how organizational environments impact the practice of criminal justice management.	Articulate organizational problems that can be directly addressed through the actions of senior-level employees in criminal justice agencies.	Apply problem-solving and policy analysis techniques to management problems in criminal justice agencies.	Develop a presentation illustrating a criminal justice management-related problem using data, graphs, and charts.	Use criminal justice management problem solving tools and techniques to address current and future criminal justice problems.
PAD 402 Public Administration Seminar and Internship	Apply relevant public administration skills, knowledge and theory in a public agency or nonprofit organization	Indicate how organizational environments impact the practice of public administration.	Outline how to apply public administration concepts in practice	Examine how public administration skills, knowledge and theory can be applied to on-site organizational problems.	Develop a presentation illustrating the problem using data, graphs and charts.	Develop an alternative to an organizational problem identified in internship agency or nonprofit organization.
PAD 404 Practicum in Public Administration	Apply relevant public administration skills, knowledge and theory the workplace	Indicate how organizational environments impact the practice of public administration.	Outline how to apply public administration concepts in the workplace	Examine how public administration skills, knowledge and theory can be applied to an organizational problem.	Develop a presentation illustrating the problem using data, graphs and charts.	Develop an alternative to an organizational problem identified in the workplace

Appendix B: Rubric for the capstone assessment

The student capstone project in PAD 445 is graded according to the following rubric. A dimension (Organization, Argumentation, and Application) is assigned 3 points if it *exceeds expectations* (as assessed according to the noted criteria), 2 points if it *meets expectations* and 1 point if it *does not meet expectations*. The goal is for students, both individually and collectively, to achieve an average score of 2.0 in each dimension.

Grading Rubric for PAD 445 Capstone Project

	Organization	Argumentation	Application
Exceeds Expectations	Assignment is well written; includes an introductory paragraph or executive summary that orients the reader to the topic and the purpose of the essay; includes transitional paragraphs, substantive information, and a closing summary.	Student presents clearly stated positions that are thoroughly supported by logical reasoning. The analytical approach used to arrive at the positions is explained. Alternatives/counter arguments are addressed.	Student clearly synthesizes and applies decision-making, leadership, and management skills to explain their position; cites a breadth of readings/case examples in support of position.
Meets Expectations	Assignment includes an introduction, transitional paragraphs, substantive information, and a conclusion. Work is coherent and generally free of grammar, spelling, and punctuation errors.	Student presents positions that are adequately supported by logical reasoning. An analytical approach is apparent but not necessarily explained. Alternatives/counter arguments are noted.	Student provides adequate synthesis and application of decision-making, leadership, and management skills to explain their position; cites one or two readings/case examples in support of position.
Does Not Meet Expectations	Assignment lacks basic organization of ideas; errors of grammar, spelling, and punctuation are present throughout the work	Assignment lacks a clear analytical approach. Presents reasons that are largely declarations of opinions	Assignment lacks synthesis and application of decision-making, leadership, and management skills.

The capstone rubric was applied to the term papers of students who completed PAD 445 during the Fall 2010 semester. The baseline scores registered by our students were as follows: 1.67 in the dimension of organization (3-point scale); 1.5 in argumentation; and 1.58 in application:

**Review of CJAP Major Fall 2010 PAD 445 Student Term Papers
Using Revised CJM Major Capstone Rubric**

<i>Student #</i>	<i>Organization</i>	<i>Argumentation</i>	<i>Application</i>	<i>Total</i>	<i>Average</i>
1	1	1	1	3	1
2	2	2	2	6	2
3	2	2	1	5	1.67
4	2	1	1	5	1.67
5	2	1	1	4	1.33
6	1	1	1	3	1
7	3	3	2	7	2.33
8	2	2	2	6	2
9	2	2	3	7	2.33
10	1	1	2	4	1.33
11	1	1	1	3	1
12	1	1	1	3	1
<i>Total</i>	20	18	19		
<i>Average</i>	1.67	1.5	1.58		1.58

APPENDIX C

April 2013 PAD and CJM Capstone Assessment

Changes in the senior seminar requirement for the PAD and CJM majors, related to assessment

April 17, 2013

We found, in reviewing our assessment in PAD and CJM thus far, that we need to refocus our efforts on a capstone paper which would be a more meaningful assessment of student progress than the approaches we have been using. We were using an instrument that did not effectively assess progress relative to our learning goals.

Starting in fall 2013, we are going to require a capstone paper from students in PAD 440, PAD 445, PAD 404 and PAD 402. Thus, all students in the PAD and CJM majors will have a senior paper requirement. The paper topics can vary, but the general assignment will be parallel since students in both majors complete the internship course (402) and the practicum course (404). A grading rubric will be used that is structurally comparable and that will share common components when appropriate and be specialized for each course and program where appropriate.

We are also going to team-teach PAD 402, the 6-credit internship course. Currently one instructor gets 6 instructional credits (2 sections) for this course. Going forward, we will assign one highly qualified instructor from Career Services for the experiential part of the course, and one highly qualified instructor from Public Management for the writing and seminar part of the course.

For Fall we plan the following assignments:

PAD 402	Mabel Gomes (PAD adjunct) and Purnima Taylor (Career services)
PAD 404	Maria D'Agostino
PAD 440-99	Victor Herbert (FT faculty from SFEM department)
PAD 440-01	Mabel Gomes (PAD adjunct)
PAD 445	Gabriel Paez, CRJPOA Doctoral Student

These instructors will be working as a team to implement the new capstone paper requirement consistently across the 5 course sections.

We believe that this will result in a significant improvement in our instructional performance and in our assessment quality and results.



F. Warren Benton, Ph.D., Chair
Department of Public Management

APPENDIX D

Policy Paper Scoring Rubric

Unweighted Assessment Rubric for Policy-related Course Paper

Policy Paper Requirements		Assessment Criteria and Scores				
Paper Components	Assessment Dimensions / Domains	Poor 0	Below Average 5	Average 10	Above Average 15	Superior 20
1	Introduction to Policy Issue or Problem	Introduction fails to state the policy issue or problem	Introduction states the policy issue or problem in vague terms	Introduction states the policy issue or problem in general terms but it is not stated with precision	Introduction states the policy issue or problem with precision	Introduction states the policy issue or problem with superior precision and clarity
2	Problem Definition	Fails to define the issue or problem and identify its root cause(s)	Defines the issue or problem in vague terms and references its root cause(s)	Defines the issue or problem and identifies the root cause(s) in general terms	Defines the issue or problem precisely and identifies the root cause(s)	Defines the issue or problem with superior precision and specifies how the root causes are interconnected and contribute to the problem
2A	Economic / Market Failure	Fails provide data supporting the claim that an economic or market failure is the root cause of the problem	Provides limited data to support the claim that an economic or market failure is the root cause of the problem	Provides cross sectional data and graphs to support the claim that an economic or market failure is the root cause of the problem	Provides some longitudinal data with graphs to support the claim that an economic or market failure is the root cause of the problem	Provides longitudinal data with graphs and analysis to support the claim that an economic or market failure is the root cause of the problem

Unweighted Assessment Rubric for Policy-related Course Paper

Policy Paper Requirements		Assessment Criteria and Scores				
Paper Components	Assessment Dimensions / Domains	Poor 0	Below Average 5	Average 10	Above Average 15	Superior 20
2B	Legal / Policy Failure	Fails to provide a legal analysis supporting the claim that a legal or policy failure is the root cause of the policy issue or problem	Provides a limited legal analysis to support the claim that a legal or policy failure is the root cause of the problem	Provides a general legal analysis to support the claim that a legal or policy failure is the root cause of the problem	Provides an in depth legal analysis to support the claim that a legal or policy failure is the root cause of the problem	Provides a comprehensive legal analysis of court decisions, or local, state or federal statutes to support the claim that a legal or policy failure is the root cause of the problem
2C	Governance / Administrative Failure	Fails to provide an analysis of how public agency inaction is the root cause of the problem	Provides a limited analysis of public agency inaction to support the claim that administrative failure is the root cause of the problem	Provides a general analysis of public agency inaction to support the claim that administrative failure is the root cause of the problem	Provides an in depth analysis of public agency inaction to support the claim that administrative failure is the root cause of the problem	Provides a comprehensive analysis of public agency inaction to support the claim that administrative failure is the root cause of the problem
2D	Social Failure	Fails to provide an analysis of how societal inaction is the root cause of the problem	Provides a limited analysis of societal inaction to support the claim that social failure is the root cause of the problem	Provides a general analysis of societal inaction to support the claim that social failure is the root cause of the problem	Provides an in depth analysis of societal inaction to support the claim that social failure is the root cause of the problem	Provides a comprehensive analysis of societal inaction to support the claim that social failure is the root cause of the problem

Unweighted Assessment Rubric for Policy-related Course Paper

Policy Paper Requirements		Assessment Criteria and Scores				
Paper Components	Assessment Dimensions / Domains	Poor 0	Below Average 5	Average 10	Above Average 15	Superior 20
3	Scope of the Problem	Fails to quantify the magnitude of the issue or problem	Provides a limited analysis of the magnitude of the problem	Provides a general analysis of the magnitude of the problem	Provides an in depth analysis of the magnitude of the problem	Provides an in depth analysis of the magnitude of the problem and conducts short- and long-term forecasts to illustrate the growth of the problem
4	Option Development and Specification	Fails to propose options to address the root cause(s) of the problem	Proposes options but fails to specify how they will address the root cause(s) of the problem	Proposes options and specifies in general terms how they will address the root cause(s) of the problem	Proposes options and specifies with some detail how they will address the root cause(s) of the problem	Proposes options and thoroughly discusses how they will address the root cause(s) of the problem
5	Option Assessment and Feasibility	Fails to assess the feasibility of adopting and implementing each option	Provides a limited qualitative or quantitative assessment of the feasibility of adopting and implementing each option	Provides a general qualitative or quantitative assessment of the feasibility of adopting and implementing each option	Provides an in depth qualitative or quantitative assessment of the feasibility of adopting or implementing each option	Provides a comprehensive qualitative or quantitative assessment of the feasibility of adopting and implementing each option

Unweighted Assessment Rubric for Policy-related Course Paper

Policy Paper Requirements		Assessment Criteria and Scores				
Paper Components	Assessment Dimensions / Domains	Poor 0	Below Average 5	Average 10	Above Average 15	Superior 20
5A	Administrative Feasibility	Fails to analyze the administrative capacity of an agency to adopt and implement each option	Provides a limited qualitative or quantitative assessment of the administrative / staff capacity of an agency to adopt and implement each option	Provides a general qualitative or quantitative assessment of the administrative / staff capacity of an agency to adopt and implement each option	Provides an in depth qualitative or quantitative assessment of the administrative / staff capacity of the agency to adopt and implement each option	Provides a short- and long-term qualitative or quantitative assessment of the administrative / staff capacity to adopt and implement each option
5B	Economic / Financial Feasibility	Fails to provide an financial analysis of the cost of adopting and implementing each option	Provides a limited qualitative or quantitative analysis of the cost of adopting and implementing each option	Provides a general qualitative or quantitative analysis of the cost of adopting and implementing each option	Provides an in depth qualitative or quantitative analysis of the cost of adopting and implementing each option	Provides a short- and long-term qualitative or quantitative assessment of the cost of adopting and implementing each option
5C	Legal Feasibility	Fails to provide a legal analysis of the feasibility of adopting and implementing each option	Provides a limited legal analysis of the feasibility of adopting and implementing each option	Provides a general legal analysis of the feasibility of adopting and implementing each option	Provides an in depth legal analysis of the feasibility of adopting and implementing each option	Provides a comprehensive legal analysis of court decisions, or local, state or federal statutes to support the adoption and implementation of each option

Unweighted Assessment Rubric for Policy-related Course Paper

Policy Paper Requirements		Assessment Criteria and Scores				
Paper Components	Assessment Dimensions / Domains	Poor 0	Below Average 5	Average 10	Above Average 15	Superior 20
5D	Political Feasibility	Fails to identify key stakeholders and conduct a qualitative or quantitative assessment of the feasibility of political support for each option	Identifies some key stakeholders and conducts a limited qualitative or quantitative assessment of the feasibility of political support for each option	Identifies key stakeholders and conducts a general qualitative or quantitative assessment of the feasibility of political support for each option	Identifies key stakeholders and conducts an in depth qualitative or quantitative assessment of the feasibility of political support for each option	Identifies key stakeholders and conducts a comprehensive qualitative or quantitative assessment of the feasibility of political support for each option
5E	Social Feasibility	Fails to provide a qualitative or quantitative analysis of social support from the target population, community groups, and/or civic organizations regarding the each option	Provides a limited qualitative or quantitative analysis of social support from the target population, community groups, and/or civic organizations regarding the each option	Provides a general qualitative or quantitative analysis of social support from the target population, community groups, and/or civic organizations regarding the each option	Provides an in depth qualitative or quantitative analysis of social support from the target population, community groups, and/or civic organizations regarding the each option	Provides a short- and long-term qualitative or quantitative analysis of social support from the target population, community groups, and/or civic organizations regarding the each option

Unweighted Assessment Rubric for Policy-related Course Paper

Policy Paper Requirements		Assessment Criteria and Scores				
Paper Components	Assessment Dimensions / Domains	Poor 0	Below Average 5	Average 10	Above Average 15	Superior 20
5F	Technical Feasibility	Fails to analyze the information technology (IT) capacity of an agency to adopt and implement each option	Provides a limited qualitative or quantitative assessment of the IT capacity of an agency to adopt and implement each option	Provides a general qualitative or quantitative assessment of the IT capacity of an agency to adopt and implement each option	Provides an in depth qualitative or quantitative assessment of the IT capacity of the agency to adopt and implement each option	Provides a short- and long-term qualitative or quantitative assessment of the IT capacity to adopt and implement each option
6	Option Comparison and Assessment	Fails to conduct a qualitative or quantitative comparison of the options based on the feasibility criteria	Conducts a limited qualitative or quantitative comparison of the options based on the feasibility criteria	Conducts a general qualitative or quantitative comparison of the options based on the feasibility criteria	Conducts an in depth qualitative or quantitative comparison of the options based on the feasibility criteria	Conducts a comprehensive qualitative or quantitative comparison of the options based on the feasibility criteria
6A	Qualitative Comparison	Fails to apply a qualitative technique to compare the options	Attempts to apply a qualitative technique to compare the options	Applies a qualitative technique to compare the options with some success	Applies a qualitative technique to compare the options correctly	Applies a qualitative technique to compare the options and conducts a thorough assessment
6B	Quantitative Comparison	Fails to apply a quantitative technique to compare the options	Attempts to apply a quantitative technique to compare the options	Applies a quantitative technique to compare the options with some success	Applies a quantitative technique to compare the options correctly	Applies a quantitative technique to compare the options and conducts a thorough assessment

Unweighted Assessment Rubric for Policy-related Course Paper

Policy Paper Requirements		Assessment Criteria and Scores				
Paper Components	Assessment Dimensions / Domains	Poor 0	Below Average 5	Average 10	Above Average 15	Superior 20
7	Policy Recommendation	Fails to provide a policy recommendation that addresses the root cause(s) of the problem based on the option assessment and comparison	Provides a policy recommendation that is vague or faulty and does not address the root cause(s) of the problem	Provides a policy recommendation that is general in nature and loosely aligned with the option assessment and comparison to address the root cause(s) of the problem	Provides a policy recommendation that is aligned with the option assessment and comparison to address the root cause(s) of the problem	Provides a policy recommendation that is aligned with the option assessment and comparison to address the root cause(s) of the problem and provides an outcome statement with regard to the effectiveness of the recommendation to address the problem once adopted and implemented
TOTAL SCORE RANGE		0				140