

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
DEPARTMENT OF PUBLIC MANAGEMENT
UNDERGRADUATE PUBLIC ADMINISTRATION MAJOR,
ASSESSMENT PLAN**

3/25/2011

MISSION STATEMENT

The major in Public Administration examines decision-making, leadership and management in public agencies and non-profit organizations. It introduces students to the field of Public Administration, including its scope, content, literature and relationship to other disciplines. This is accomplished through a curriculum that focuses on developing core competencies for new and mid-career public administration students (See Curriculum Map in Appendix C).

OUTCOMES ASSESSMENT PHILOSOPHY

Outcomes assessment for the undergraduate program in public administration involves assessment of our success in reaching our goals for the education of persons earning the Bachelor of Science degree. Our Student Outcomes Assessment plan is designed to generate information that will give us a clearer picture of our students' strengths and weaknesses as well as post graduation success. That, in turn, allows us to identify areas where improvements to our program might be necessary or desirable. Once implemented, the changes can be examined for effectiveness through future outcomes assessment measurements. Assessment, undertaken as planned, should provide useful input for taking actions necessary to maintain excellence in our undergraduate degree program. Such study is key to the challenge of graduating students who are enthusiastic about and prepared for a career in public service.

Of the six learning objectives listed in the following section, objective four, five and six are assessed directly using the capstone exam administered in the capstone courses, PAD 402, 404 and 440. Throughout the program of study, students are expected to develop analytical, managerial, decision-making and leadership skills. In addition, students are expected to develop research and writing skills and attain enough knowledge to develop informed opinions on political issues. The capstone courses, PAD 402, 404 and 440, provide the opportunity for our students to apply these skills and knowledge. The capstone exam is the best tool to directly assess how well majors have developed these skills and this knowledge at the conclusion of their study in our program. Learning objectives four, five and six, will also be assessed indirectly through items from the *National Survey of Student Engagement* and the *John Jay Student Evaluation of Major Survey*. These items are discussed in detail in Appendix A and Appendix B. Results from the assessment of these three objectives will have implications both for the structure of the capstone course and, more importantly, lower level courses in the program where students are expected to have developed in these areas.

Objectives one, two and three are assessed using multiple direct tools:

- 1.) a diagnostic exam administered in the capstone courses and

2.) items inserted in the 300 level foundation courses final exam.

LEARNING OBJECTIVES

1. Identifying the core mechanisms of public administration, including the organization and management of human and financial resources.

STUDENTS ARE EXPECTED TO:

- Demonstrate knowledge of the core mechanism of public administration
- Explain the core mechanisms of public management

2. Discuss the political, economic, legal, and social environments of public policy and administration.

STUDENTS ARE EXPECTED TO:

- Explain how different environments impact public policy and administration
- Illustrate how different organizational environments impact the practice of public policy and administration

3. Explain the unique challenges and opportunities of providing public goods and services in a diverse society. This includes the understanding of public administration and policy in an international and comparative context.

STUDENTS ARE EXPECTED TO:

- Delineate challenges to providing goods and services in an international and local context;
- Identify policies as that can be created, changed or applied to address specific challenges;
- Illustrate solutions to challenges via a comparative context.

4. Define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results.

STUDENTS ARE EXPECTED TO:

- Apply skills and knowledge to solve evaluate and accesses problems;
- Present solutions to problems in the field of public management;
- Present different approaches to solving the problems;
- Ground and argue solutions in the public administration literature.

5. Organize and communicate information clearly to a variety of audiences by means of oral presentation, written documents and reports, and quantitative graphs, charts, and tables

STUDENTS ARE EXPECTED TO:

- Present information verbally in an organized manner;
- Use PowerPoint or equivalent to communicate knowledge and information;
- Illustrate information via charts, graphs and tables.
- Present written in a an organized manner through the use of written reports, quantitative graphs, charts and tables;
- Provide an introduction that briefly and clearly orients the reader to the topic and purpose of the essay;
- Include a closing paragraph that summarizes the essay

6. Pre-service and in-service students synthesize and apply decision-making, leadership and management skills, in public agencies or nonprofit organizations.

STUDENTS ARE EXPECTED TO:

- Clearly synthesize and apply decision-making, leadership and management skills
- Present arguments in support of and in opposition to their positions
- Ground positions and arguments in scholarly research, internship or work experience.

ASSESSMENT PLAN

The Public Administration Major will be assessed according to a five-year cycle, to coincide with our departmental self-study review, as detailed below. The goal of the department is to assess learning objectives four, five and six in the first year and the final three objectives over the following three years (one per year). The annual assessment will provide data on a specific learning objective and allow the department to adopt minor curricular changes where needed or desired to improve performance on that objective.

The final year of the cycle, which will coincide with the major's self-study, will be spent reviewing the data on all learning outcomes with an eye towards more substantial curricular changes if needed or desired by the department. Additional information is presented in Appendix A and Appendix B.

2010-2011 Academic Year

- Approve Assessment Plan for the major as detailed in this document
- Create course learning outcomes and place in course syllabi
- Collect and score papers from one section of the capstone course (Fall 2010) on learning objectives four, five and six.
- Create and report on the analysis of learning objectives four, five and six using Fall 2010 capstone papers
- Collect and score papers from all sections of the capstone course (Spring 2011) on learning objectives four, five and six (direct assessment)
- Collect data on indirect assessment measures
- Annual brief to Department and Administration on program assessment activities

2011-2012 Academic Year

- Create and report on the analysis of learning objectives four, five and six using all 2010-2011 capstone papers to the Department Curriculum Committee and the Department's Committee of the Whole
- Recommend curricular adjustments based on the findings in the 2010-2011 annual report
- Develop diagnostic tools to be administered in capstone courses to assess goals one, two and three.
- Develop rubrics for diagnostic tools to be administered in capstone courses
- Develop questions to be inserted in the final exams of listed courses to assess goal one, two and three
- Develop rubric to assess questions inserted in final exams to assess goal one, two and three.
- Collect assessment tools as outlined in the assessment schedule for the first learning objectives from the listed courses given during the spring 2012 Academic Year
- Collect assessment tools as outlined in the assessment schedule for all sections of the capstone course (spring 2012) on the first learning objective
- Annual brief to Department and Administration on program assessment activities

2012-2013 Academic Year

- Create and report on the analysis of the first learning objective using all 2011-2012 assessment tools collected to the Department Curriculum Committee and the Department's Committee of the Whole
- Recommend curricular adjustments based on the findings in the 2011-2012 annual report

- Collect assessment tools as outlined in the assessment schedule for the second learning objective from listed courses given during the 2012-2013 AY
- Collect assessment tools as outlined in the assessment schedule for all sections of the capstone course (2012-2013 AY) on the second learning objective
- Annual brief to Department and Administration on program assessment activities

2013-2014 Academic Year

- Create and report on the analysis of the second learning objective to the Department Curriculum Committee and the Department's Committee of the Whole
- Recommend curricular adjustments based on the findings in the 2012-2013 annual report
- Collect assessment tools as outlined in the assessment schedule for the third objective from listed courses given during the 2013-2014 AY
- Collect assessment tools as outlined in the assessment schedule for all sections of the capstone course (2013-2014 AY) on the third learning objective
- Annual brief to Department and Administration on program assessment activities

2014-2015 Academic Year

- Create and report on the analysis of the third learning objective to the Department Curriculum Committee and the Department's Committee of the Whole
- Recommend curricular adjustments based on the findings in the 2013-2014 annual report
- Create the detailed assessment report on all six learning objectives including results and recommendations from the prior four years
- Recommend curricular changes to be considered as part of the five year review of the Public Administration Major

APPENDIX A: ASSESSMENT SCHEDULE

<i>Year</i>	<i>Objective</i>	<i>Courses</i>	<i>Direct Assessment Tools</i>
Year 1: 2010/2011	4. Analysis & problem solving; 5. Organization and Communication; 6. Application	1. PAD 402 2. PAD 404 3. PAD 440	All Capstone exams from all sections in both the Fall and Spring semesters. The senior capstone paper should provide the best measures of how far students have progressed with respect to these objectives as well as assess their writing and reading skills that are developed throughout the program. All student majors are required to complete one of the listed capstone courses.
Year 2: 2011/2012	1. Understand the core mechanisms of public administration	1. PAD 240 2. PAD 314 All capstone courses	1. A sample of final exams, containing targeted questions for goal one, from the listed courses. Each course is representative of a major concentration area and is required as part of the major's foundation courses. 2. A diagnostic exam will be administered at the start of the capstone course to assess goal one.
Year 3: 2012/2013	2. Understand the Environments	3. PAD 346 4. PAD 343 All capstone courses	1. A sample of final exams, containing targeted questions for goal two, from the listed courses. Each course is representative of a major concentration area and is required as part of the major's foundation courses. 2. A diagnostic exam will be administered at the start of the capstone course to assess goal two.
Year 4: 2013/2014	3. Explain Challenges and Opportunities	5. PAD 318 6. PAD 340 All capstone courses	1. A sample of final exams, containing targeted questions for goal three, from the listed courses. Each course is representative of a major concentration area and is required as part of the major's foundation courses. 2. A diagnostic exam will be administered at the start of the capstone course to assess goal three.
Year 5: 2014/2015	Year 5 will be devoted to the creation and discussion of a summary report. Summary reports will be made available at the beginning of each academic year for the objective(s) assessed in the prior year. The Year 5 report will compile these and recommend curricular changes to be discussed during the major's five year review.		

INDIRECT ASSESSMENT

Learning goals four, five and six will be accessed using responses to items in the *National Survey of Student Engagement* and *John Jay Student Evaluation of Major Survey*.

APPENDIX B: INDIRECT ASSESSMENT INSTRUMENTS

LEARNING OBJECTIVE 4

Define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results.

INDIRECT ASSESSMENT

The assessment report for this learning objective will also include responses from Public administration majors to the following items from the *National Survey of Student Engagement*. Given that direct assessment for this learning objective is derived from work done in the major’s capstone requirement, the report for this objective will discuss the responses of seniors as well as compare the responses between seniors and first-year students. The comprehensive report written in the fifth year of the assessment cycle will also compare responses between the first and fifth years.

Item	Location (2008-2009 Survey)
<p><i>How much has your coursework emphasized...</i></p> <p>Analyzing the basic elements of an idea...</p> <p>Synthesizing and organizing ideas...</p> <p>Making judgments about the value of information...</p> <p>Applying theories or concepts...</p>	<p>Table 3</p>
<p><i>Contributed to your development in the following areas:</i></p> <p>Speaking clearly and effectively</p> <p>Thinking critically and analytically</p> <p>Analyzing quantitative problems</p>	<p>Table 9</p>

LEARNING OBJECTIVE 5

Organize and communicate information clearly to a variety of audiences by means of oral presentation, written documents and reports, and quantitative graphs, charts, and tables.

INDIRECT ASSESSMENT

The assessment report for this learning objective will also include responses from Public administration majors to the following items from the *National Survey of Student Engagement*. Given that direct assessment for this learning objective is derived from work done in the major’s capstone requirement, the report for this objective will discuss the responses of seniors as well as compare the responses between seniors and first-year students. The comprehensive report written in the fifth year of the assessment cycle will also compare responses between the first and fifth years.

<i>Item</i>	<i>Location (2008-2009 Survey)</i>
<p><i>How often have you done each of the following:</i></p> <p>Made a class presentation</p> <p>Worked on a paper or project that required integrating ideas or information from various sources</p>	Table 2
<p><i>How much reading and writing have you done:</i></p> <p>Number of written papers or reports 20 pages or more</p> <p>Number of written papers or reports between 5 and 19 pages</p>	Table 4
<p><i>Which of the following have you done...</i></p> <p>Work on a research project with a faculty member...</p>	Table 5

LEARNING OBJECTIVE 6

Pre-service and in-service students synthesize and apply decision-making, leadership and management skills, in public agencies or nonprofit organizations.

INDIRECT ASSESSMENT

The assessment report for this learning objective will also include responses from Public administration majors to the following items from the *National Survey of Student Engagement*. Given that direct assessment for this learning objective is derived from work done in the major’s capstone requirement, the report for this objective will discuss the responses of seniors as well as compare the responses between seniors and first-year students. The comprehensive report written in the fifth year of the assessment cycle will also compare responses between the first and fifth years.

<i>Item</i>	<i>Location</i>
Rate how much you agree or disagree with the statements below: This major is providing me with preparation for my future professional work This major is providing me with preparation for further study	Fall 2009 Student Evaluation of the Major: Educational Experiences in the Major pg. 126
About how often have you done each of the following: Put together ideas or concepts from different courses when completing assignments or during class discussions Participated in a community-based project (e.g. service learning) as part of a regular course How much has your coursework emphasized the following mental activities: Analyzing the basic elements of an idea...	2008-2009 National Survey of Student Engagement by Major Table 2 Table 3
Synthesizing and organizing ideas... Applying theories or concepts... How often have you done each of the following: Examine the strengths and weaknesses of your own views on a topic or issue	Table 5
Tried to better understand someone else’s views by imagining how issue looks from his or her perspective Learned something that changed the way you understand an issue or concept	
<i>Which of the following have you done or plan on doing prior to graduation:</i> Practicum, internship, field experience, co-op experience....	

APPENDIX C

Mission Statement

The major in Public Administration examines decision-making, leadership and management in public agencies and non-profit organizations. It introduces students to the field of Public Administration, including its scope, content, literature and relationship to other disciplines. This is accomplished through a curriculum that focuses on developing core competencies for new and mid-career public administration students.

Learning Goals of the Major

Graduates in Public Administration will be able to:

Goal 1: Recognize the core mechanisms of public administration, including the organization and management of human and financial resources.

Goal 2: Identify the political, economic, legal, and social environments of public policy and administration.

Goal 3: Explain the unique challenges and opportunities of providing public goods and services in a diverse society. This includes the understanding of public administration and policy in an international and comparative context.

Goal 4: Define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results.

Goal 5: Organize and communicate information clearly to a variety of audiences by means of oral presentation, written documents and reports, and quantitative graphs, charts, and tables

Goal 6: Synthesize and apply decision-making, leadership and management skills, in public agencies or nonprofit organizations.

CURRICULUM MAP

Link Between Program Learning Objectives and Course Courses Learning Objectives						
Courses	Program Learning Objectives					
	1 Understand Core Mechanisms	2 Understand the Environments	3 Explaining Challenges & Opportunities	4 Analysis & Problem Solving	5 Organize & Communicate Information	6 Application
	Course Learning Objective	Course Learning Objective	Course Learning Objective	Course Learning Objective	Course Learning Objective	Course Learning Objectives
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.
PAD 241 Computer Applications in Public Administration	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.
PAD 260 International Public Administration	Outline the relevant approaches and methods that are used in the management culture of international public administration institutions	Describe the public administration processes within an international environment.	Explain the challenges and opportunities associated with the administration of international public policies and programs.	Examine how international tools and methods are applied to access and solve problems in an international environment	Present the final written research project examining a international public administration issue.	Apply current events on issues of international concern to enhance comprehension
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 340 Public Policy & Planning	Recognize how both the planning and public policy processes inform public administration's core mechanisms	Explain how socio-demographic, economic, political and other environments impact public policy and planning	Explain internal and external challenges and opportunities that enhance or deter policy and planning	Examine how public policy and planning tools and techniques are applied to real-world public problems	Engage in oral and written policy and planning projects that require presentation of data and information to diverse constituents	Use policy and planning tools and techniques to address current and future public problems
PAD 343 Administration of Financial Resources	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.
PAD 346 Administration of Personnel Management	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
PAD 3XX 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 assess 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.
PAD 440 Seminar in Public Policy & Administration	Write in clear and concise, Standard English and follow APA guidelines in all written submissions.	Research selected critical incidents and report findings in both on-line discussions and other written assignments.	Locate select critical incidents in an historical context examining consequences of victims, interveners and instigators.	Assess the solutions presented in the aftermath analysis of selected critical incidents.	Submit response documents in accord with acceptable English language and APA requirements.	Identify appropriate response to future critical incidents as a result of analysis and application of post-event findings.
PAD 44X Seminar in Critical Incident Analysis	Write in clear and concise, Standard English and follow APA guidelines in all written submissions.	Research selected critical incidents and report findings in both on-line discussions and other written assignments.	Locate select critical incidents in an historical context examining consequences of victims, interveners and instigators.	Assess the solutions presented in the aftermath analysis of selected critical incidents.	Submit response documents in accord with acceptable English language and APA requirements.	Identify appropriate response to future critical incidents as a result of analysis and application of post-event findings.
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