



PUBLIC ADMINISTRATION (BS)

Program Learning Assessment

2011-2015 Assessment Planning Cycle Key Findings and Proposed Actions

October 1, 2015

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Denise Thompson
Adam Wandt
Phil Zisman

**John Jay College of Criminal Justice
The City University of New York**

Public Administration (BS)

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Public Administration (BS)

Over the last five years ongoing undergraduate program assessment at John Jay College has sensitized faculty to the importance of aligning program missions with course structure, course content and student learning. In the case of the public administration major this has meant:

- 1) Focusing on linking courses effectively to program goals and learning objectives;
- 2) Assigning lead faculty members to core courses;
- 3) Standardizing core courses to ensure delivery of relevant content in a consistent manner;
- 4) Establishing the concept of grading rubrics to focus assessment;
- 5) Beginning to scaffold course content across the curriculum;
- 6) Developing a capstone exit point that could assess a holistic learning experience for the student.
- 7) Reducing the number of concentrations in the program.

Aided by the required Academic Year (AY) 2013-2014 self-study exercise, and resulting Site Visit Review Team report, the major is being continually improved through the reinvestment of the accumulated knowledge acquired from internal and external evaluations. This is most recently demonstrated by the curriculum revision of AY 2014-2015 (see Proposed Curriculum Revisions).

There have been two program coordinators for the Public Administration (PAD) undergraduate major during the last five years. Associate Professor Maria D'Agostino was in charge of the program from AY 2010-2011 through AY 2013-2014. Associate Professor Peter Mameli took over as undergraduate major coordinator as of AY 2014-2015.

Mission

The major in Public Administration examines decision-making, leadership and management in public agencies and nonprofit organizations. The major 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

1. Identifying the core mechanisms of public administration, including the organization and management of human and financial resources.
2. Discuss the political, economic, legal, and social environments 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.

4. Define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results.
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.
6. Pre-service and in-service students synthesize and apply decision-making, leadership and management skills, in public agencies or nonprofit organizations.

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 goals listed above, goal 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 goals 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*. Results from the assessment of these three learning goals 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.

Goals 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.

Select Five-Year Plan Assessment Activities

AY 2010-2011

As per the Public Administration undergraduate major assessment plan, final exams were collected from two of the then three existing capstone courses, PAD 402 and PAD 440 in spring 2011

Program goals four, five and six were assessed in this exercise.

The exams were graded using one rubric.

Results led to the capstone rubric being reviewed and revised in the following academic year to improve understanding of student learning progress.

AY 2011-2012

Program goals one, two and three were assessed using a diagnostic exam, and course grades in the three existing capstone courses, PAD 402, PAD 404 and PAD 440.

When comparing the diagnostic exam results to the student scores, a disconnect between expectations of the Assessment Plan and how the courses were being taught came to light.

These results led to the following actions:

- 1) Standardizing the required public administration course syllabi to assure that the intended course content is covered in the curriculum and assessed.
- 2) Assigning full-time faculty members to the core public administration courses. This lead instructor would be responsible for communicating needs and overseeing assessment and continuous development. The lead instructor would also teach the course.
- 3) Organizing assessment workshops to share, connect, and plan with adjunct and full-time instructors that are teaching in the public administration program. The goals of this exercise included coordinating proper curriculum planning and assessment among faculty; providing faculty with tools and guidance to engage in assessment activities; and reviewing course learning objectives.

AY 2012-2013

Lead faculty members, along with faculty teaching the courses, were to develop signature assignments and grading rubrics for their courses. The signature assignments and the rubrics were to be shared with faculty via Drop Box.

Faculty members completed assessment matrices developed in fall 2012.

The curriculum map was revised with updated learning objectives for all courses.

Faculty included relevant learning objectives on syllabi.

Three capstone courses were reviewed and revised to improve on signature assignments, as well as course development.

AY 2013-2014

Undergraduate Public Administration Major Self-Study Report completed.

Site Visit Review Team visits John Jay College and issues report, with recommendations ranging from revisiting the mission and program goals, to narrowing the number of capstone options and concentrations available to students.

AY 2014-2015

Action Plan developed to act on site visit review team report.

Curriculum recommendations from Site Visit Review Team engaged.

Curriculum revisions voted on by Public Management faculty. Changes included reductions in the number of concentrations; adding or removing courses to support continuing concentrations; and reducing the capstone options down to one (PAD 440).

Restructuring of the remaining capstone course, PAD 440.

Undergraduate Curriculum and Standards Committee (UCASC) approves curriculum revisions March 20, 2015.

College Council approves amended curriculum revisions April 21, 2015 (see Proposed Curriculum Revisions).

Next Steps

Program goals and learning objectives for the PAD major need to be revisited and revised as part of the ongoing curriculum revision. These changes will lead to revision of internal assessment instruments, as well. With the completion of this exercise, a new five-year assessment plan will be developed. The following steps are recommended.

- Assemble a committee composed of Public Administration and Criminal Justice Management faculty to revise the program goals and course learning objectives for each major. These changes will then be formally approved by the PAD faculty.

- Once revised goals and learning objectives are approved by the PAD faculty, the PAD coordinator will revise and develop a new five-year assessment plan.
- In coordination with the lead faculty for the core courses, the PAD coordinator will revise the assessment rubrics to incorporate the revised program goals and course learning objectives.
- Faculty will incorporate the relevant revised program goals and course learning objectives into their syllabi.

These activities will begin during the 2015-16 AY.

Public Administration (BS)

Program Learning Assessment. Key findings and proposed actions
(2011-2015)

Program Learning Goals

1. Identify the core mechanisms of public administration, including the organization and management of human and financial resources.
2. Discuss the political, economic, legal, and social environments of public policy and administration.
3. Explain the unique challenges and opportunities of providing public goods and services in a diverse society.
4. Define and diagnose decision situations, collect and analyze data, develop and implement effective courses of action, and evaluate results.
5. Organize and communicate information clearly to a variety of audiences by means of oral presentation, written documents and reports, and quantitative graphs & tables
6. Pre-service and in-service students synthesize and apply decision-making, leadership and management skills, in public agencies or nonprofit organizations.

Outcomes Assessment

Program Learning Goal #	% Meet / Exceed ¹	Key Findings	Proposed Actions (Semester Implemented)	Was action effective? ⁴ Follow-up assessment Sem. Year % Meet / Exceed
2011				
Assessment Context²: Capstone Courses PAD 402 (n=13), 440 (n=18), Tool³: Paper				
Learning Goal 4				
402	85	402: Results similar among all three goals; 23% exceeded expectations for LG#4, argumentation, LG#5, organization, and LG#6, application.	Capstone rubric should be revised (F 11)	
440	94			
Learning Goal 5				
402	85	440: Performance was strongest in LG#4, argumentation, with 38% exceeding expectations, and weakest in LG#5, organization, with only 17% exceeding expectations.	Capstone graded by a minimum of three graders in order to assist in identifying the reason for no variation across performance levels (Sp 12).	
440	84			
Learning Goal 6				
402	88	Similar scores across exams imply that both capstone courses equally achieve the intended program outcomes.		
440	88			
2012				
Assessment Context²: Capstone PAD 402, 404, & 440, Tool³: Diagnostic Exam				
1	0	Performance was weak with 100% failing expectations for LG#2 (understanding environment) and LG#3 (challenges and opportunities). For LG#1, 7% approached expectations. Disconnect between exam and course learning objectives.	Revise program LGs and curriculum map to reflect new standardized courses (F 12). Standardized intended content and curriculum in required PAD courses (F 12). Assign FT faculty to each required PAD course to communicate and oversee assessment and continuous development (Sp 12). Workshop to coordinate curriculum and assessment planning (F12). Revise assessment plan (F12). Develop and implement mid-term and final exams in core courses (Sp13).	
2	0			
3	0			
Assessment Context²: Capstone PAD 402, 404, & 440, Tool³: Grades				
		Grades reveal that 55% exceeded and 26% met expectations. This illustrates that LGs for 402, 404, & 440 are not consistent with the LGs in the assessment plan.		

(1) Percent represents ratio of students who met or exceeded expectations. Where scores represent mean performance, the mean score and highest scale value are indicated (e.g., 3.3 out of 4). (2) Assessment context may relate to comprehensive program review, specific academic setting (e.g., course #, capstone, internship), class standing (e.g., seniors, transfers, alumni), post-graduation outcomes (e.g., placement, further education, employers ratings of employee skills), or indicators of learning progress. (3) Examples of tools include exams, portfolios, research projects, lab reports, papers, essays, surveys, licensure tests, performances, presentations. (4) Re-assessment of learning follows the implementation of actions to determine their effectiveness in improving learning outcomes.

Outcomes Assessment

Program Goal #	% Meet / Exceed	Key Findings	Proposed Actions (Semester Implemented)	Was action effective? Follow-up assessment Sem. Year % Meet / Exceed
2013				
Assessment Context : Capstone PAD 402, 404, & 440, Tool : Review of Assessment Tool and Process				
		<p>In reviewing our assessment, we found that we need to refocus our efforts on capstone paper with a more meaningful assessment of student progress as we were not using an instrument that effectively assessed progress relative to our learning goals. As a result, starting in fall 2013 we are going to require a capstone paper from students in PAD 440, PAD 404, and PAD 402.</p>	<p>Develop a curricular guide using the completed assessment matrices (2014). A scoring rubric for the management focused courses will be developed (2014). Assessment workshops offered to encourage continued faculty involvement and input (2013-2014).</p>	

To: The Undergraduate Curriculum Committee
From: Peter Mameli, Public Administration Major Coordinator
RE: Proposed Curriculum Revisions
Date: December 10, 2014 (amended March 2015)

In spring 2014 the Public Management Department (PAD) completed its self-study of the Public Administration Bachelor of Science (BS) program. After an external review team submitted its report on the self-study in May 2014, a faculty committee consisting of Professors Guajardo, Mameli, Peters and Saulnier met to address their comments. As part of the committee's work a review of a number of existing undergraduate public administration programs was undertaken, as well as a review of enrollment. The results of the committee's efforts, and the associated changes requested here, were approved by vote in the December 2014 department faculty meeting.

Revisions Being Proposed

(1) The external review team expressed concern with the PAD curriculum having three separate Capstone options available for students to exit the program. To rationalize the Capstone process PAD 402 and PAD 404 will return to being electives within the program, and can continue to be applied to any concentration. PAD 440 will remain as the only Capstone option available to students.

(2) Returning PAD 402 and PAD 404 to elective status for the major changes the required course credit total from 39-42 credits to 39 credits.

(3) The external review team expressed concerns with the number of existing concentrations, and their on-going value to the program. After examining the current offerings, the concentrations of "Financial Management" and "Information Management and Communications" are being eliminated. Relevant courses from these two concentrations are being folded into continuing concentrations.

(4) As part of our review it was determined that another course should be added to the "International Public Administration" concentration. In order to deepen the curricular offerings, POL 250 has been added to the list of courses a student may choose from. It is hoped that the additional focus on international law will draw even more students into the concentration.

PSY 336 Group Dynamics has been dropped as an option to complete Category A: Human Resources Administration. This is due to the PSY pre-requisites and the content of the course being marginally relevant to the study of human resources in public and nonprofit organizations. Students will be expected to complete Category A with PAD 402 or PAD 404.

ACC 250 Introduction to Accounting has been added as an option to complete Category B: Managerial Investigation and Oversight. Basic accounting skills are considered valuable in the workplace for the field of study, and will provide students with an advantage over those without exposure in this area.

Mission Based Concerns

(1) The external review team expressed concern that that there was no focus on international public management in the program mission statement, while a concentration was being offered in the program. Departmental discussion determined that the current mission statement does not limit concentration or course offerings by level of analysis. In addition, none of the concentrations are specifically identified within the mission statement. It has therefore not been adjusted.

(2) The external review team expressed concern that nonprofit organizations are highlighted in the mission statement, but that there is limited evidence they are addressed in the program. Departmental discussions determined that while individual courses certainly cover content related to nonprofit management, it is advisable to pursue course development specifically focused on nonprofit organizations in the spring 2015 semester. As a result, a new course in nonprofit human resource administration is being considered for development.

Learning Outcomes and Strategic Planning

(1) The program’s learning outcomes will be examined in the spring 2015 semester.

(2) Develop an ongoing strategic planning process involving relevant stakeholders in the spring 2015 semester.

Current Version	Proposed Revisions
<p>Public Administration Bachelor of Science</p> <p>The major in Public Administration examines decision-making, leadership and management in public agencies and nonprofit 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.</p> <p>Credits required. 39–42</p> <p>Coordinator. Professor Peter Mameli, Department of Public Management (212.237.8027, pmameli@jjay.cuny.edu)</p> <p>Prerequisites. In Part One, MAT 108 or 141 is a prerequisite for STA 250; in Part Two, PSY 221 is a prerequisite for PSY 336</p>	<p>Public Administration Bachelor of Science</p> <p>The major in Public Administration examines decision-making, leadership and management in public agencies and nonprofit 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.</p> <p>Credits required. 39</p> <p>Coordinator. Professor Peter Mameli, Department of Public Management (212.237.8027, pmameli@jjay.cuny.edu)</p> <p>Prerequisites. In Part One, MAT 108 or 141 is a prerequisite for STA 250.-In Part Two, <u>POL 101 is a prerequisite for POL 250.</u></p>

<p>Baccalaureate/Master’s Program in Public Administration. Qualified undergraduate students may enter the Baccalaureate/ Master’s Program and thereby graduate with both a bachelor’s and a master’s degree in public administration. For additional information, please contact Professor Chitra Raghavan, Department of Psychology (212.237.8417, bamadirector@jjay.cuny.edu).</p> <p>Additional information. Students who enroll for the first time at the College or changed to this major in September 2011 or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2010-11 Undergraduate Bulletin on the College’s website at http://www.jjay.cuny.edu/academics/654.php.</p> <p>Part One: Core Course Credits : 30-33</p> <p>Required PAD 140 Introduction to Public Administration (formerly PAD 240) PAD 260 International Public Administration PAD 314 Leadership, Supervision and Performance PAD 318 Decisions in Crises PAD 340 Planning and Policy Analysis PAD 343 Administration of Financial Resources PAD 346 Human Resource Administration</p> <p>Methods and Skills Required</p>	<p>Baccalaureate/Master’s Program in Public Administration. Qualified undergraduate students may enter the Baccalaureate/ Master’s Program and thereby graduate with both a bachelor’s and a master’s degree in public administration. For additional information, please contact Professor Chitra Raghavan, Department of Psychology (212.237.8417, bamadirector@jjay.cuny.edu).</p> <p>Additional information. Students who enroll for the first time at the College or changed to this major in September <u>2015</u> or thereafter must complete the major in the form presented here. Students who enrolled prior to that date may choose either the form shown here or the earlier version of the major. A copy of the earlier version may be obtained in the 2014-2015 Undergraduate Bulletin on the College’s website at http://www.jjay.cuny.edu/academics/654.php.</p> <p><u>Part One: Core Course Credits: 30</u></p> <p>Required PAD 140 Introduction to Public Administration (formerly PAD 240) PAD 260 International Public Administration PAD 314 Leadership, Supervision and Performance PAD 318 Decisions in Crises PAD 340 Planning and Policy Analysis PAD 343 Administration of Financial Resources PAD 346 Human Resource Administration <u>PAD 440 Problems in Public Administration</u>¹</p> <p>Methods and Skills Required</p>
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¹ To rationalize the Capstone process PAD 402 and PAD 404 will return to being electives within the program, and can continue to be applied to any concentration. PAD 440 will remain as the only Capstone option available to students.

<p>PAD 241 Information in Public Management</p> <p>Select one ENG 235 Writing for Management, Business and Public Administration STA 250 Principles and Methods of Statistics</p> <p>Capstone Course Select one PAD 402 Seminar and Internship in Public Administration (moved to concentrations) PAD 404 Practicum in Public Administration PAD 440 Problems in Public Administration Note: A course can only be used ONCE to satisfy a part of the major, i.e. PAD 402 or PAD 404 may satisfy either the concentration OR capstone requirements but not both.</p> <p>PART TWO. CONCENTRATION CREDITS: 9-12</p> <p>Students are required to complete 9 credits for a concentration. If offered, students MUST complete one course with the PAD prefix within their chosen concentration, plus two related courses or a single, 6-credit internship course.</p> <p>PAD 380 Selected Topics in Public Administration can be used in a concentration if the topic is appropriate. Students may complete one of these courses as part of any category:</p> <p>PAD 402 Seminar and Internship in Public Administration PAD 404 Practicum in Public Administration</p> <ul style="list-style-type: none"> • If student completes PAD 402 as part of the concentration, they only need to complete one additional concentration course. <p>Category A. Human Resources Administration This concentration prepares students to assume</p>	<p>PAD 241 Information in Public Management</p> <p>Select one ENG 235 Writing for Management, Business and Public Administration STA 250 Principles and Methods of Statistics</p> <p>PART TWO. CONCENTRATION CREDITS: 9</p> <p>Students are required to complete 9 credits for a concentration. Students MUST complete one course with the PAD prefix within their chosen concentration, plus two related courses or a single, 6-credit internship course.</p> <p>PAD 380 Selected Topics in Public Administration can be used in a concentration if the topic is appropriate. Students may complete one of these courses as part of any category:</p> <p>PAD 402 Seminar and Internship in Public Administration PAD 404 Practicum in Public Administration</p> <ul style="list-style-type: none"> • If student completes PAD 402 as part of the concentration, they only need to complete one additional concentration course. <p>Category A. Human Resources Administration This concentration prepares students to assume supervisory and administrative responsibilities involving personnel management.</p> <p>ECO 280 Economics of Labor PAD 366 Workplace Investigations: Tools, Techniques and Issues</p> <p>Category B. Managerial Investigation and Oversight This concentration prepares students for professional careers associated with oversight of and by regulatory agencies, nonprofit</p>
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<p>supervisory and administrative responsibilities involving personnel management. ECO 280 Economics of Labor PAD 366 Workplace Investigations: Tools, Techniques and Issues PSY 336 Group Dynamics</p> <p>Category B. Managerial Investigation and Oversight This concentration prepares students for professional careers associated with oversight of and by regulatory agencies, nonprofit organizations, oversight boards, municipal councils and state legislatures.</p> <p>PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations PAD 366 Workplace Investigations: Tools, Techniques and Issues PSC 207 The Investigative Function</p> <p>Category C. International Public Administration This concentration prepares students for managerial and supervisory roles in an international environment.</p> <p>ECO 245 International Economics PAD 358 Comparative Public Administration PAD 362 Administration of International Intergovernmental Organizations</p> <p>Category D. Public Policy and Planning This concentration prepares students for responsibilities involving policy analysis and planning in governmental and nonprofit organizations. ECO 333 Sustainability: Preserving the Earth as Human Habitat PAD 355 Public Policy Analysis PAD 348 Justice Planning and Policy Analysis PAD 400 Quantitative Problems in Public Administration POL/SOC 278 Political Sociology</p> <p>Category E. Financial Management</p>	<p>organizations, oversight boards, municipal councils and state legislatures.</p> <p><u>ACC 250 Introduction to Accounting</u> PAD 331 Fraud, Waste, Abuse and Corruption in Public Organizations PAD 366 Workplace Investigations: Tools, Techniques and Issues PSC 207 The Investigative Function</p> <p>Category C. International Public Administration This concentration prepares students for managerial and supervisory roles in an international environment.</p> <p>ECO 245 International Economics PAD 358 Comparative Public Administration PAD 362 Administration of International Intergovernmental Organizations <u>POL 250 International Law and Justice</u> (Prerequisite POL 101)</p> <p>Category D. Public Policy and Planning This concentration prepares students for responsibilities involving policy analysis and planning in governmental and nonprofit organizations.</p> <p><u>ECO 265 Introduction to Public Sector Economics</u> ECO 333 Sustainability: Preserving the Earth as Human Habitat PAD 355 Public Policy Analysis PAD 348 Justice Planning and Policy Analysis PAD 400 Quantitative Problems in Public Administration POL/SOC 278 Political Sociology</p> <p>Category E. Special Concentration In consultation with a faculty member of the Department of Public Management, the student may formulate a concentration tailored to a discipline or field related to public administration. The concentration must include three courses, two of which must be in a single</p>
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<p>This concentration prepares students for professional careers as budget analysts and auditors in governmental and nonprofit organizations. ACC 250 Introduction to Accounting ACC 251 Introduction to Managerial Accounting ECO 265 Introduction to Public Sector Economics</p> <p>Category F. Information Management and Communication This concentration prepares students for roles specialized in the development, management and communication of information in the public and nonprofit sector. CSCI 277 Computers for Administrative Decision Making CSCI 279 Data Communications and the Internet PAD 400 Quantitative Problems in Public Administration</p> <p>Category <u>E</u>. G. Special Concentration In consultation with a faculty member of the Department of Public Management, the student may formulate a concentration tailored to a discipline or field related to public administration. The concentration must include three courses, two of which must be in a single discipline.</p> <p>CREDITS REQUIRED FOR THE MAJOR: 39 –42</p>	<p>discipline.</p> <p>CREDITS REQUIRED FOR THE MAJOR: 39²</p>
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² The program would not require 42 credits as the 6 credit internships are incorporated into the concentrations.