

John Jay College of Criminal Justice, CUNY

ASSESSMENT REPORT: SPRING 2013

Undergraduate Public Administration Major

Maria J. D'Agostino
06.30.2013

I. ASSESSMENT ACTIVITIES

During the spring 2013 semester we continued to address issues and recommendations in our 2011-2012 Public Administration year-end report and joint PAD-CJM initiatives started in the fall 2012 semester.

A. Signature Assignment and Rubrics

Following our January 25, 2013 PAD and CJM second assessment workshop faculty identified the course signature assignments. The lead faculty member, along with the instructors teaching the course(s), developed a grading rubric. The signature assignments and the rubrics have been shared with faculty via drop box.

B. Matrices

Faculty members completed the assessment matrices developed during fall 2012.

C. Curriculum Map

Based on the revisions made during fall 2012 the curriculum map was revised to reflect the updated course learning objectives (See Appendix I)

D. Capstone Courses

In reviewing our assessment, and meetings with Dean Lopes, 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.

In addition, PAD 402 will be co-taught by Mabel Gomes, PA adjunct faculty and Purnima Taylor, in Career Services. This will permit Professor Gomes to focus on the academic portion of the course, including linking the public administration literature to the internship and the capstone paper, and Ms. Taylor will focus on the internship placement, issues and career portion of the course.

E. Public Administration Assessment Plan Amended

The public administration assessment plan was amended to reflect changes made based on the 2011-2012 public administration end year report (See Appendix II)

II. Recommendations

During the 2013-2014 academic year the following recommendations have been made:

1. Develop a curricular guide using the completed assessment matrices. The guide would provide a comprehensive overview, and visual, of how courses are linked, which courses students are learning specific, analytical, technical and literacy skills.
2. A scoring rubric for the management focused courses, similar to the policy rubric, will be developed.
3. Fall and spring assessment workshops will be developed and held in order to encourage continued faculty involvement and input.

1.7 Demonstrate core knowledge of planning and public policy					X						
1.8 Recognize how public administration core mechanism inform public policy and planning					X						
1.9 Demonstrate and understand ways in which information plays a role in public administration decision making											X
1.10 Recognize and articulate a research problem.										X	
Goal 2: Discuss the political, economic, legal and social environments of public policy and administration											
2.1 Explain how different environments impact public policy and administration	X		X			X					
2.2 Illustrate how different organizational environments impact the practice of public policy and administration			X								
2.3 Discuss how internal and external environments impact managerial decisions	X		X								
2.4 Understand how socio-demographic, economic, political and other environments impact personnel management							X				
2.5 Describe the public administration processes within an international environment		X									
2.6 Explain how different players and macro-environmental factors impact public policy and planning					X						

administration literature											
4.5 Examine how personnel management tools and techniques are applied to real-world human resource problem							X				
4.6 Gather, interpret, and critically evaluate information from a variety of information sources.											X
4.7 Use and apply information effectively											X
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.											
5.1 Assemble information verbally in an organized manner	X					X			X	X	
5.2 Prepare a powerpoint or equivalent to communicate knowledge and information									X	X	
5.3 Synthesize information via charts, graphs and tables									X	X	
5.4 Present in an organized manner through the use of written reports, quantitative graphs, charts and tables			X		X	X			X	X	
5.5 Generate an introduction that briefly and clearly orients the reader to the topic and purpose of the essay	X		X								
5.6 Devise a closing paragraph that summarizes the	X		X								

essay													
5.7 Engage in oral and written personnel projects that require presentation of data information of data and information to diverse constituents							X						
5.8 Present the final written research project examining an international public policy issue		X											
5.9 Produce a well reasoned written and oral arguments using evidence to support conclusions													
5.10 Integrate and synthesize knowledge gained in the major to develop a project examining an alternative to an organizational, administrative or managerial problem identified in the workplace or service									X	X			
5.11 Interpret and evaluate evidence illustrating the problem and proposed alternative using data, graphs and charts									X	X			
Goal 6: Pre-Service and in-service students synthesize and apply decision-making, leadership and management skills, in public agencies or nonprofit organization													
6.1 Clearly synthesize and apply decision-making leadership and management skills			X			X			X	X			
6.2 Defend arguments in support of and in opposition to	X		X			X			X	X			

Appendix II: Amended Public Administration Assessment Plan

John Jay College of Criminal Justice, CUNY

**PUBLIC ADMINISTRATION MAJOR ASSESSMENT PLAN
AMENDED AS OF JUNE 30, 2013**

Undergraduate Public Administration Major

Maria J. D'Agostino
06.30.2013

I. Public Administration Assessment Plan Amendments

Based on the fall 2011-2012 assessment report the following changes were made to the assessment schedule: (Appendix I)

A. Fall 2012-2013

1. New Curriculum map (Appendix II)
2. Full-time faculty assigned to required public administration courses
3. Develop and conduct assessment workshops
4. Revise assessment plan to reflect 2011-2012 recommendations.

B. Fall 2013-2014

The intention was to assess the Public Administration major on a five-year cycle to coincide with our departmental self-study. However, given that next academic year will be the self-study year for the Criminal Justice Management major, we have requested and been granted permission to conduct our self-study in 2013-2014 instead of 2014-2015. As a result we are changing the five- year cycle to a four year cycle in order to conduct our self-study concurrently with CJM. A new assessment plan, based on a five-year cycle will be developed in 2014-2015 based on the self-study.

Appendix I: Revised 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 pilot diagnostic exam will be administered at the

			start of the capstone course to access goal one, two and three.
Year 3: 2012/2013			<ol style="list-style-type: none"> 1. New Curriculum map (See attached) 2. Full-time faculty assigned to required public administration courses 3. Develop and conduct assessment workshops 4. Revise assessment plan to reflect 2011-2012 recommendations.
Year 4: 2013/2014	Year 4 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 4 report will compile these and recommend curricular changes to be discussed during the major's five year review.		

Appendix II: Curriculum Map

GOALS & OBJECTIVES	CORE COURSES								CAPSTONE COURSES			METHODS COURSE
	PAD	PAD	PAD	P AD	PAD	PAD	PAD	PAD	PAD	PAD	PAD	
	140	260	314	318	340	343	346	440	402	404	241	
Goal 1: Identify the core mechanism of public administration												
1.1 Demonstrate knowledge of the core mechanisms of public administration	X		X				X					
1.2 Explain the core mechanisms of public management	X		X									
1.3 Recognize how core mechanisms inform public management	X		X									
1.4 Identify how the core mechanisms are core public administration decision making	X		X									
1.5 Develop insights into how personnel and human resources management affects public administrations' other core mechanisms							X					

2.6 Explain how different players and macro-environmental factors impact public policy and planning					X					
Goal 3: Explain the unique challenges and opportunities of providing public goods and services in a diverse society.										
3.1 Delineate challenges to providing goods and services in a diverse society.	X		X			X				
3.2 Identify policies as that can be created, changed or applied to address specific challenges	X		X							
3.3 Illustrate solutions to challenges via a comparative context										
3.4 Explain internal and external challenges and opportunities that face public personnel challenges							X			
3.5 Explain the challenges and opportunities associated with the administration of international public policies and programs		X								
3.6 Identify policies and options that can be created, changed or applied to address specific public policy and planning challenges					X					
Goal 4: Define and diagnose decision situations, collect and analyze data, develop and implement courses of action and evaluation results.										
4.1 Apply skills and knowledge to solve, evaluate and access problems			X	X		X	X	X	X	
4.2 Differentiate solutions to problems in the field of public management	X		X	X		X	X	X	X	

4.3 Contrast different approaches to solving problems	x		x								
4.4 Ground and argue solutions in the public administration literature							X	X	X		
4.5 Examine how personnel management tools and techniques are applied to real-world human resource problem						X					
4.8 Gather, interpret, and critically evaluate information from a variety of information sources.							X				x
4.9 Use and apply information effectively							X				x
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.											
5.1 Assemble information verbally in an organized manner	x					x	X	X	X		
5.2 Prepare a powerpoint or equivalent to communicate knowledge and information							X	X	X		
5.3 Synthesize information via charts, graphs and tables							X	X	X		
5.4 Present in an organized manner through the use of written reports, quantitative graphs, charts and tables			x		x	x	X	X	X		

5.5 Generate an introduction that briefly and clearly orients the reader to the topic and purpose of the essay	X		X											
5.6 Devise a closing paragraph that summarizes the essay	X		X											
5.7 Engage in oral and written personnel projects that require presentation of data information of data and information to diverse constituents							X							
5.8 Present the final written research project examining an international public policy issue			X											
5.9 Produce a well reasoned written and oral arguments using evidence to support conclusions														
5.10 Integrate and synthesize knowledge gained in the major to develop a project examining an alternative to an organizational, administrative or managerial problem identified in the workplace or service								X	X	X				
5.11 Interpret and evaluate evidence illustrating the problem and proposed alternative using data, graphs and charts								X	X	X				
Goal 6: Pre-Service and in-service students synthesize and apply decision-making, leadership and management skills, in public agencies or nonprofit organization														

6.1 Clearly synthesize and apply decision-making leadership and management skills			x			x		X	X	X	
6.2 Defend arguments in support of and in opposition to their positions	x		x			x		x	X	X	
6.3 Support positions and arguments in scholarly research, internship or work experience								x	X	x	
6.4 Use personnel management tools and techniques to address current and future public problems.							x				
6.5 Apply current events on issues of international concern to enhance comprehension		x									
6.6 Be familiar with the different specializations and professional roles of planners and policy analysts											
6.7 Apply public administration skills, knowledge and theory to an organizational, administrative or managerial problem								x	X	x	