

Academic Assessment Report – AY 12-13

BA in Public Administration

Kean University

College of Business & Public Management

School of Criminal Justice & Public Administration

Program SLOs:

SLO 1: Understanding of the Basic Concepts of American democracy and public Administration; (KU3, KU4, GE-S4, GE-K2, GE-V2, GE-V3, GE-V4)

SLO 2: Have the research skills to critically analyze public administration issues; (KU1, GE-S3, GE-V5)

SLO 3: Have the information technology skills germane to study and practice public administration; (GE-S3, GE-S5, KU4, GE-V5)

SLO 4: Have the ability to communicate and interact productively with a diverse and changing workforce and citizenry (KU1, KU2, KU3, KU4, GE-S1, GE-S2, GE-V1, GE-V4, GE-V5))

SLO 5: To be able to develop and formulate a public policy response to a "real world" social or economic problem (KU1, KU2, GE-S4, GE-V2, GE-V3, GE-V4, GE-V5)

Program Level Student Learning Outcomes	Assessment Measure(s) <i>(Add rows if necessary)</i>	Assessment Criteria <i>(Describe how data is collected--rubric, survey, etc.)</i>	Results of Assessment <i>(Specific to Data Collected)</i>	Action Taken <i>(Closing the Loop: New action or follow up from last Assessment Report)</i>
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<p>SLO #1 Understanding of Basic concepts of American Democracy and Public Administration</p>	<p>Direct: Comprehensive Exam</p> <p>Direct: Test student knowledge at the end of course.</p>	<p>Developed 32- 40 multiple choice Questions in 4 areas:</p> <p>Students will sit exams PA 4000 – The Capstone course Fall 2012</p> <p>Student will answer 7-8 questions included in the comprehensive exam (PA 2000, PA 2010)</p>	<p>Comprehensive Exam: The 2011-2012 department assessment document notes that a correct answer rate of 70% for each question is the desired target, and during that academic year 12/31 questions met that standard. For 2012-2013 only 10/31 questions meet this standard.</p> <p>No common exam for PA 2000 or 2010 is used at this time.</p>	<p>An overhaul of the exam document. With 7 “core” classes, each class should be reflected by 5 questions on the exam (35 total). Members of the department should submit (either individually or together if more than 1 person teaches that particular course) a list of 10 questions for each course that could be rotated over time, which cover the key concepts for each course. The assessment coordinator could then pick the questions desired each semester after a discussion with the others in the department. At that time questions that were commonly missed could be reworded or replaced with others from the list or new material when appropriate. Also, if students are commonly missing the same questions, the professors would become aware of this, and adjust their lectures accordingly.</p> <p>A reconsideration of prerequisites for PA 4000. Perhaps students should not be able to register if they are not at least concurrently taking their final “core” classes alongside PA 4000, if not outright completed with them. Right now, only PA 2000 + 6 PA credits are required per KeanWise, though the official course file says PA 2000 + 15 credits should be required. Either way, this does not align with the purpose of the capstone course as it should be completed only at the very end of the student’s time in the program.</p>
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<p>SLO 1.A General Concept of Public Administration and Bureaucracy</p>	<p>Direct: Comprehensive Exam</p>	<p>Developed 32- 40 multiple choice Questions in 4 areas:</p>	<p>See section “SLO 1” for details on the</p>	<p>Keep the definitional language of SLO 1 and 1.A through 1.F the same.</p> <p>Clarify if final cumulative exams are</p>
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	Direct: Test student knowledge at the end of course.	Students will sit exams PA 4000 – The Capstone course Fall 2012 Student will answer 7-8 questions included in the comprehensive exam (PA 2000, PA2010)	<p>comprehensive exam.</p> <p>A correlation between specific exam questions in the individual classes and the comprehensive exam has not been established. The assessment reports how students did in the various classes in general on exams and assignments.</p>	<p>given and/or necessary for each specific “core” course. If so, make sure they are included in everyone’s syllabus and the descriptive results (mean, median, n-value) are provided to the assessment coordinator at the end of each semester. If not, then the language should be changed or removed.</p> <p>If a “comprehensive exam given in (PA 2000, PA 2010)” from 1.A means a cumulative exam at the end of the semester that is common to all classes, then this exam needs to be developed and provided to all instructors. Conversely if this language means the normal examination process for a class that is determined by each instructor, then the direct measurement language needs to be altered, and results from tests should be provided.</p> <p>For SLO 1.B through 1.E clarify what “test student knowledge at the end of the course” means – a common exam, or a standard final. Additionally, determine what happens should instructors not desire to use cumulative exams.</p> <p>Clarify what course is being considered for assessment for SLO 1.E.</p> <p>Include definition and measurement 1.G for PA 3010, Intergovernmental Relations Ensure all adjunct and full-time professors understand the expectations and needs to report the relevant data and perform all required assignments and use of assessment tools for each objective.</p>
SLO 1.B Understanding knowledge of human resource management	Direct: Comprehensive Exam Direct: Test student knowledge at the end of course	Developed 32- 40 multiple choice Questions in 4 areas: Students will sit exams PA 4000 – The Capstone course Fall 2012 Student will answer 7-8 questions included in the comprehensive exam (PA 3300)		
SLO 1.C Understanding knowledge of public budgeting and finance	Direct: Comprehensive Exam Direct: Test student knowledge at the end of course	Developed 32- 40 multiple choice Questions in 4 areas: Students will sit exams PA 4000 – The Capstone course Fall 2012 Student will answer 7-8 questions included in the comprehensive exam (PA 3200)		
SLO 1.D Understanding knowledge of policy analysis	Direct: Comprehensive Exam	Developed 32- 40 multiple choice Questions in 4 areas: Students will sit exams PA 4000 – The		

		Capstone course Fall 2012		
	Direct: Test student knowledge at the end of course	Student will answer 7-8 questions included in the comprehensive exam (PA 3100)		
SLO 1.E Understanding knowledge of information management and technology	Direct: Comprehensive Exam	Developed 32- 40 multiple choice Questions in 4 areas: Students will sit exams PA 4000 – The Capstone course Fall 2012		
	Direct: Test student knowledge at the end of course	Student will answer 7-8 questions included in the comprehensive exam (PA 3001)		
SLO 1.F Understanding how administrative responsibility, accountability, efficiency, diversity and teamwork within the context of government and nonprofit public service programs.	Direct Measures: Case assignment graded with rubric in PA 2010 Indirect Measure: Graduating student and alumni survey			
SLO #2 Analysis of managerial Analysis of managerial issues and policy recommendations	Direct: Writing An original Case focusing on managerial and policy recommendation Indirect: Student Survey	Rubric Survey of Students in PA 4000	The standard established in previous assessments was an average overall score of 3.0/5 using the 5-point rubric from the Kean Office of Accreditation and Assessment. This standard was met across all categories examined in PA	Determine if the metric of an average score of 3.0/5 on the rubric is acceptable as a standard for proficiency since all measurements cleared this hurdle. Have a discussion about what the rubric means to each member of the department. Given the difficulties the

			4000.	<p>author of this document has experienced in getting students to write and perform research, he does not feel he is on the same page with others in terms of how to assess student performance using the rubric or via grading in general.</p> <p>Include within the “writing emphasis” courses time spent in the library, and set a common minimum page number for written assignments in these classes. Also establish a common preferred citation method for all students across all classes. Currently students are required to bounce back and forth between APA, MLA, and the Chicago format and get very confused in doing so. These basic means to stress proper research skills need greater emphasis early on in the student’s time on campus, and would strengthen the product in PA 4000.</p> <p>Make sure all adjunct and full-time professors are on-board with the expectations and needs to report the relevant data and perform all required assignments and use of assessment tools for each objective.</p>
<p>SLO #3 Proficiency with managerial software</p>	<p>Direct: Assignment in PA 3001</p> <p>Indirect: Student survey in PA 4000</p>	<p>Rubric</p> <p>Survey of Students in PA 4000</p>	<p>While previous documents do not list an established metric for proficiency, using the same standard as SLO#2 (an average overall score of 3.0/5 using the 5-point rubric from the Kean Office of Accreditation and Assessment) would mean</p>	<p>Establish a metric along the lines of an average score of 3.0/5 on the rubric is acceptable as a standard for proficiency since none has been identified.</p> <p>Make sure all adjunct and full-time professors are on-board with the expectations and needs to report the relevant data and perform all required</p>

			that this standard was met across all categories examined in PA 3001.	assignments and use of assessment tools for each objective.
SLO #4 Effective Communication	Direct: : Oral Presentation of original case studies in PA 4000	Rubric	The standard established in previous assessments was an average overall score of 3.0/5 using the 5-point rubric from the Kean Office of Accreditation and Assessment. This standard was met across all categories examined in PA 4000.	Clarify what is meant by “effective communication”. Since all other SLO’s focus on written means for assessment in one fashion or another, this SLO should focus on spoken communications. In conjunction with “writing emphasis” requirements, perhaps certain classes could be designated as “public speaking emphasis” with a minimum number of projects, or minutes leading the class required of students. Again this should occur before students reach PA 4000, so they have experience before reaching this final, assessed project. Determine if the metric of an average score of 3.0/5 on the rubric is acceptable as a standard for proficiency since all measurements cleared this hurdle. Make sure all adjunct and full-time professors are on-board with the expectations and needs to report the relevant data and perform all required assignments and use of assessment tools for each objective.
	Indirect: Student Survey	Survey of Students in PA 4000		
SLO #5 Ability to develop a public policy response to a “real world” social	Direct: In Class Assignment in PA 3100	Portfolio	The standard established in previous assessments was an average overall	Clarify what is meant by “assignment in PA 3100 to develop a portfolio”. Is this supposed to be a file for students to use

<p>or economic problem</p>	<p>Indirect: Student survey</p>	<p>Survey of Students in PA 4000</p>	<p>score of 3.0/5 using the 5-point rubric from the Kean Office of Accreditation and Assessment. This standard was met across all categories examined in PA 4000.</p>	<p>in other classes or on interviews? Or is this just a paper assignment?</p> <p>Determine if the metric of an average score of 3.0/5 on the rubric is acceptable as a standard for proficiency since all measurements cleared this hurdle.</p> <p>Make sure all adjunct and full-time professors are on-board with the expectations and needs to report the relevant data and perform all required assignments and use of assessment tools for each objective.</p>