

Program-Level Continuous Improvement Process (CI-Process) Basics

Program Basics	<p>Program Name: State formal program name from list of ADHE- or UCA-recognized programs.</p> <p>Public Administration – BA/BS</p>
	<p>Program Purpose: State WHY this program exists. The purpose should support the University, College, and Department mission statements, but it should NOT be a reiteration of those statements.</p> <p>The purpose of the Public Administration Program is to 1) inform students of the role of public administration in the American political system; 2) provide students with an understanding of the American policymaking process; and 3) prepare students for successful admission to graduate school and employment in government agencies and non-profit organizations.</p>
Program Goals (Typically programs have 2-4 goals)	<p>Goal 1: Program goals state the faculty’s broad expectations of the knowledge, skills, or abilities held by program completers.</p> <p>Public Administration students will understand the fundamental terms, concepts, or principles of public administration and public policy.</p>
	<p>Goal 2:</p> <p>Public Administration students will research and write effectively.</p>
	<p>Goal 3:</p> <p>Public Administration students will think critically.</p>
	<p>Goal 4:</p> <p>Public Administration students will demonstrate professionalism and disciplined work habits through the required internship.</p>
	<p>Goal 5:</p>
	<p>Goal 6:</p>
	<p>Goal 7:</p>
	<p>Goal 8:</p>

Program-Level Continuous Improvement Process (CI-Process) Plan

Closing the Loop Process	Data Collection	Who & How: Indicate who will collect the data and how data will be collected.
		Public Administration faculty will collect the data for their courses and provide data to the Director of Public Administration.
		Timeline: Indicate when the data will be collected.
		Compiled data will be given to the Director of Public Administration on the day final exam grades are due.
	Data Analysis	Who: Indicate who, by name or position, is responsible for organizing the data and performing an initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.
		The Director of Public Administration is responsible for organizing the data presented by public administration faculty and performing the initial analysis of the data to determine the extent to which the benchmarks for the tested student learning outcomes were achieved.
		Timeline: Indicate when the data will be analyzed.
		By July 1
		Data Dissemination
	The Director of Public Administration sends the results in an electronic document to the public administration faculty (who comprise the Public Administration Assessment Committee) and the department chair.	
	Timeline: Indicate when the data will be shared.	
	At beginning of the Fall semester.	
Resulting Actions	How: Indicate how the Program Director will formally share results and present desired program changes with the Responsible Authority	
	The Director of Public Administration will hold a meeting of the public administration faculty (Public Administration Assessment Committee) to discuss any program changes needed based on the assessment data. Proposed program changes will be forwarded to the department chair and all departmental faculty for approval and implementation.	
	Timeline: Indicate when the data and faculty feedback will be shared.	
	By the end of November.	
	Re-assessment/ Evaluation	How: Indicate how the desired program changes will be put into place and what data will be collected following the changes. If process for collecting and analyzing data is different than what is stated above, indicate how it will be different here.
The impact of these changes will be assessed in the first semester following the implementation of these changes. The data related to these changes will then be disseminated and analyzed according to the procedure outlined above.		
	Timeline: Indicate when the data will be collected following these changes.	
	Following year when the data has been collected and analyzed.	

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome SLO #1	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Public Administration students will understand the fundamental terms, concepts, or principles of public administration and public policy including being able to identify key public policy actors and their roles, contextual factors impacting American policy-making, the stages of the policy process, and bureaucratic structures and organizations at each level of government.																		
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 1																		
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. A 25 question, multiple choice test (see pp. 7-9).																		
	Assessment Method	Explain how the quality of the above activity will be assessed. <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Test Scores</th> <th style="text-align: left;">Percentages</th> <th style="text-align: left;">Categories</th> </tr> </thead> <tbody> <tr> <td>0-14</td> <td><60%</td> <td>1 – Insufficient</td> </tr> <tr> <td>15-17</td> <td>60-68%</td> <td>2 – Beginning</td> </tr> <tr> <td>18-19</td> <td>72-76%</td> <td>3 – Developing</td> </tr> <tr> <td>20-22</td> <td>80-88%</td> <td>4 – Proficient</td> </tr> <tr> <td>23-25</td> <td>92-100%</td> <td>5 – Exceptional</td> </tr> </tbody> </table>	Test Scores	Percentages	Categories	0-14	<60%	1 – Insufficient	15-17	60-68%	2 – Beginning	18-19	72-76%	3 – Developing	20-22	80-88%	4 – Proficient	23-25	92-100%	5 – Exceptional
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18-19	72-76%	3 – Developing																		
20-22	80-88%	4 – Proficient																		
23-25	92-100%	5 – Exceptional																		
Benchmark	State the performance expectation for the above activity, and some justification for that expectation. _____ % will score a _____ or better on the multiple choice test.																			
Location	State whom will be assessed using the above activity AND where it will occur. Declared public administration majors in all sections of PSCI 2305.																			
Frequency	State when AND how frequently the above activity will be assessed. Each semester in all sections of PSCI 2305.																			
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.																		
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).																		
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority																		
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>																		
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____																		
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.																		
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date _____																		
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____																		

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome SLO #2	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate research and writing skills by using appropriate syntax, grammar, sources and citation, organization, and formatting.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 2
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Paper from upper-division public administration and public policy courses.
	Assessment Method	Explain how the quality of the above activity will be assessed. Paper Rubric – Section on Syntax and Mechanics; Genre and Disciplinary Conventions (see p. 9)
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. _____% of students will score proficient on the Syntax and Mechanics; Genre and Disciplinary Conventions sections of the Paper Rubric.
	Location	State whom will be assessed using the above activity AND where it will occur. Seniors in Public Administration will submit a paper/project from a 3000 or 4000 level PSCI course in public administration or public policy. At least two Public administration faculty members will review and score the collected papers/projects.
	Frequency	State when AND how frequently the above activity will be assessed. Papers will be collected each semester by the graduation application deadline and reviewed and scored by the end of that semester.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. Date

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome SLO #3	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Students will demonstrate critical thinking skills by interpreting sources and using them effectively as evidence and by understanding the issues discussed in the paper/project.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 3
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Paper from upper-division public administration and public policy courses.
	Assessment Method	Explain how the quality of the above activity will be assessed. Paper Rubric – Section on Sources; Section on Evidence and Content (see p. 9)
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. _____% of students will score proficient on the Sources, Evidence and Content sections of the Paper Rubric.
	Location	State whom will be assessed using the above activity AND where it will occur. Seniors in Public Administration will submit a paper/project from a 3000 or 4000 level PSCI course in public administration or public policy. At least two Public administration faculty members will review and score the collected papers/projects.
	Frequency	State when AND how frequently the above activity will be assessed. Papers will be collected each semester by the graduation application deadline and reviewed and scored by the end of that semester.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again: _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date _____
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date _____

Semester and/or academic year for which the data applies: _____

CI-Process Student Learning Outcome Information Sheet

Repeat table as needed for each Student Learning Outcome

Student Learning Outcome	Student Learning Outcome SLO #4	A Student Learning Outcomes is a specific and measurable indicator of student progress toward a program goal(s). Public Administration students will demonstrate professionalism and disciplined work habits through the required internship.
	Related Program Goal(s)	State the program goal addressed by this Student Learning Outcome. A "SLO" may address a single goal or multiple goals. Goal 4
	Assessment Activity	State the activity that will be directly assessed for the above Student Learning Outcome. Employer evaluation and internship coordinator ratings of students' performance in the required internship.
	Assessment Method	Explain how the quality of the above activity will be assessed. Employer evaluation form and internship coordinator rating form (see p. 10)
	Benchmark	State the performance expectation for the above activity, and some justification for that expectation. _____ % of the student interns will score proficient on the employer evaluation form and coordinator rating form.
	Location	State whom will be assessed using the above activity AND where it will occur. All public administration student interns will be assessed. The internship coordinator will collect employer evaluation forms for each student intern.
	Frequency	State when AND how frequently the above activity will be assessed. The internship will be assessed each semester in which a student(s) has completed an internship. The employer evaluation form and internship coordinator rating form will be reviewed by the end of the semester in which the internship is completed.
Observations	Data Summary	Provide a short summary of the results of the above activity AND the date these results were compiled. Data does not yet exist.
	Result	<input type="checkbox"/> Exceeded <input type="checkbox"/> Met <input type="checkbox"/> Did Not Meet The benchmark for this activity (stated above).
	Responsible Authority Analysis	Authority Responsible for Analysis: Provide the position of the person responsible for the program. Date of Analysis: Provide the date on which Responsible Authority reviewed data Comments: Provide comments about data from Responsible Authority
Analysis	Department/ Area/ Program Faculty	Presented to Program Faculty by: Provide position of person responsible for sharing results with relevant faculty. <i>Example:</i> Date of Presentation: Provide the date on which presentation to faculty was conducted. <i>Example:</i> Comments: Provide comments about the data from the relevant faculty <i>Example:</i>
	Conclusion	<input type="checkbox"/> Continue to assess next assessment period <input type="checkbox"/> Rotate out of assessment (to be assessed again; _____) <input type="checkbox"/> Curricular change <input type="checkbox"/> Pedagogic change <input type="checkbox"/> Assessment Process change <input type="checkbox"/> Benchmark change <input type="checkbox"/> Other: _____
Closing the Loop	Assessment Data-Driven Change	Planned Implementation Date: Provide date on which change(s) will be made based on data for this SLO.
	Acknowledgement	Provide signature of Department Chair acknowledging above results. _____ Date
	Acknowledgement	Provide signature of College committee chairperson or College Dean acknowledging above results. _____ Date

Semester and/or academic year for which the data applies: _____

PSCI 2305 Introduction to Public Administration and Policy
25 Question Assessment Quiz (SLO #1)

- 1) A public policy represents:
 - a. Government action or inaction in response to a public problem
 - b. Actions of think tanks or interest groups to address public problems
 - c. Actions by the private sector
 - d. Actions or inaction by individual citizens

- 2) _____ refers to the institutions and political processes through which public policy choices are made:
 - a. Government
 - b. Federalism
 - c. Policy analysis
 - d. Politics

- 3) _____ are economic justifications for why government becomes involved in societal problems
 - a. Policy impacts
 - b. Policy subsystems
 - c. Market failures
 - d. Agendas

- 4) The ideology of individual members of Congress is an example of the _____ context that affects the development of public policy.
 - a. Governing
 - b. Social
 - c. Cultural
 - d. Political

- 5) The federal court system provides a vital role in public policymaking by:
 - a. Interpreting the policy decisions made by other agencies of government
 - b. Enforcing the policy decisions made by others
 - c. Developing new laws that fine-tune the policy decisions by others
 - d. Implementing the policies made by others

- 6) Which of the following best describes the sequence of policymaking:
 - a. Policy formulation, evaluation, agenda setting, and adoption
 - b. Agenda setting, formulation, adoption, implementation, and evaluation
 - c. Policy evaluation, formulation, implementation, and adoption
 - d. Policy implementation, formulation, evaluation, agenda setting

- 7) Actions taken in pursuance of policy decisions such as the number of roads built, amount of welfare benefits paid, or the number of children educated are called:
 - a. Public policies
 - b. Policy statements
 - c. Policy outputs
 - d. Policy outcomes

- 8) A condition or situation that produces needs or dissatisfaction on the part of people for which relief is sought is referred to as:
 - a. a policy statement
 - b. a policy problem
 - c. a policy output
 - d. a policy outcome

- 9) Policy problems to which policy-makers are giving active and serious attention constitutes:
 - a. the institutional agenda
 - b. the systemic agenda
 - c. the private sector agenda
 - d. the broadest agenda of government

- 10) Developing acceptable courses of action for dealing with policy problems is referred to as:

Semester and/or academic year for which the data applies: _____

- a. Problem definition
- b. Agenda setting
- c. Policy formulation
- d. Policy adoption

11) Policy implementation is the:

- a. Passing of legislation by elected officials
- b. Carrying out, or accomplishing the law
- c. Identifying possible solutions to a policy problem
- d. Assessing the effectiveness of a public policy

12) The policymaking stage during which new issues are identified as problems for government to address is called:

- a. Policy formulation
- b. Policy implementation
- c. Policy adoption
- d. Agenda setting

13) Which of the policy typologies identified by Theodore Lowi refers to the situation where government spends money to provide grants or programs without regard to where the money will come from to pay for it?

- a. Distributive
- b. Redistributive
- c. Regulatory
- d. Self-Regulatory

14) The main reason that government gets involved in addressing a public problem is to:

- a. Ensure continuity of externalities
- b. Conduct policy analysis
- c. Improve policy capacity of states
- d. Ensure that the general "public good" is maintained and protected

15) _____ are informal relationships among a congressional subcommittees, executive agencies, and relevant interest groups where policy formulation occurs:

- a. Issue networks
- b. Political insiders
- c. Informal actors
- d. Independent regulatory commissions

16) A(n) _____ is a large, complex organization in which employees have specific job responsibilities and work within a hierarchy of authority

- a. Interest group
- b. Bureaucracy
- c. Party platform
- d. Caucus

17) Bureaucrats play a significant role in policy formulation due to their:

- a. Longevity in an agency
- b. Expertise in a particular policy area
- c. Delegated authority to act
- d. All of the above

18) The following is a true statement regarding public administration:

- a. It is identical to administration in the private sector
- b. It is getting the public's business done or translating the will of the state into actions of the state
- c. It is narrow in scope, comprising only a few organizations and activities
- d. It is not influenced by the political system

19) The primary implementers of public policy are:

- a. Elected officials
- b. Non-profit organizations
- c. Bureaucracy and bureaucrats
- d. Private sector organizations

20) The institution that performs the day-to-day work of government is referred to as:

- a. The Bureaucracy

Semester and/or academic year for which the data applies: _____

- b. The Presidency
- c. The Legislature
- d. The Judiciary

21) The following is a true statement regarding a street level bureaucrat:

- a. Generally, it refers to someone at the “lower levels” of a bureaucracy
- b. It refers to a bureaucrat who is directly delivering a service to a citizen
- c. Street level bureaucrats have policy making power
- d. All of the above
- e. Both a and b

22) The “Father of public administration” is:

- a. Woodrow Wilson
- b. Max Weber
- c. Luther Gulick
- d. Frederick Taylor

23) Federal cabinet departments and major agencies such as the CIA and EPA are found in which branch of government?

- a. Executive
- b. Legislative
- c. Judicial
- d. Executive and judicial

24) The development of public administration in American can best be described as:

- a. Developing all at once at the founding of our nation
- b. Developing piecemeal over time to address various societal problems and citizen demands
- c. Developing rather quickly soon after the founding of our nation
- d. Developing in the same manner as European public administration

25) Public bureaucracies differ from private organizations in that

- a. Private businesses must hire competent people
- b. Private businesses strive to be more efficient
- c. Private companies are relatively free to change the scope or the type of business they do
- d. Public agencies are required to comply with the laws that apply to them

Draft Rubric for Writing and Critically Thinking in the Public Administration Program (SLO #s 2 & 3)

Criteria	4	3	2	1
Syntax & Mechanics	Demonstrates clear and fluid control of syntax and mechanics that skillfully communicates meaning to the reader	Uses syntax and mechanics to generally convey meaning to the reader with few errors	Uses mechanics and syntax to generally convey meaning to the reader but contains significant errors	Syntax and mechanics of writing are so poor as to interfere with reader’s ability to understand meaning
Genre and Disciplinary Conventions	Skillfully adheres to the conventions of the discipline-including organization, presentation, formatting, and style	Mostly adheres to the conventions of the discipline-including organization, presentation, formatting, and style	Attempts to follow the conventions of the discipline but contains significant errors	Fails to follow appropriate modes of organization and presentation
Sources & Evidence	Demonstrates a skillful and critical use of appropriate sources	Demonstrates an adequate use of source material	Uses sources but not all sources are appropriate or relevant	Demonstrates a lack of understanding of source material OR fails to use sources altogether
Content	Demonstrates an advanced understanding of all issues being discussed	Demonstrates an adequate understanding of relevant issues	Demonstrates a partial understanding of relevant issues	Demonstrates a minimal or inaccurate understanding of relevant issues

Semester and/or academic year for which the data applies: _____

Employer Evaluation Form for Public Administration Student Internship SLO #4)

NAME OF STUDENT _____

Please answer the following questions regarding the student intern under your supervision:

- 1) Did the intern arrive promptly for the job?
- 2) Did the intern work the agreed upon number of hours per week?
- 3) Did the intern conduct himself/herself in a professional manner?
- 4) Did the intern follow office procedures?
- 5) Did the intern work well or cooperate with others in completing the projects or task assigned?
- 6) Did the intern show an interest in the work and a willingness to understand the activities of the agency?
- 7) Please describe the projects or tasks assigned to the intern.
- 8) On a scale of 1 to 10 (where 1 represents a poor job and 10 represents an excellent job) how well did the intern complete the assigned projects or tasks?
- 9) On a scale of 1 to 10 (where 1 represents a poor job and 10 represents an excellent job) how would you rank the overall work of the intern with your agency?
- 10) Please feel free to provide any written comments concerning the intern and his/her employment with your agency.

Name of Supervisor _____
Contact Information _____

Internship Coordinator Rating Form:

Activities:	Points:
Required # of Internship Hours Completed/Journal	30
Attendance at class meetings	10
Policy Paper	40
Employer Evaluation (Combined score on questions #6 and #7 on employer evaluation)	20

Total points

Points:	Rubric Equivalent
0-59	1 (Insufficient)
60-69	2 (Insufficient)
70-79	3 (Proficient)
80-89	4 (Proficient)
90-100	5 (Exceptional)