

Assessment of Student Learning Plan (ASLP): Public Policy & Management

2016-17 Academic Year

A. College, Department, Date

College College of Management, Human Service
Department Master's in Policy, Planning, and Management
Date 5/31/2017

B. Contact Person for the Assessment Plan

Name and title Yuseung Kim, Chair

C. Degree Program

Name of Degree Program Master's in Policy, Planning, and Management

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

Do you have your student learning outcomes published on your department's website? *Yes*

<https://usm.maine.edu/policy-planning-management/mppm-policy-planning-and-management>

- a. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

All of our student learning outcomes were assessed. See Step 2 b.

- b. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses?

	Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
MPPM Core	611 (outcome # 3, 7) 615 (outcome # 3, 7) 610 (outcome # 1, 2, 7)	601 (outcome # 3, 7) 612 (outcome # 1, 4, 7) 615 (outcome # 1, 5, 7) 640 (outcome # 1, 7)	611 (outcome # 3, 7) 615 (outcome # 3, 7) 610 (outcome # 1, 2, 7)	601 (outcome # 3, 7) 612 (outcome # 1, 4, 7) 615 (outcome # 1, 5, 7) 640 (outcome # 1, 7)
Concentration Required	CRPP CRSD CRPM	CRPP CRSD	CRPP CRSD CRPM	CRPP CRSD
Electives	Electives	Electives	Electives	Electives

601 – Quantitative Methods for policy, planning, and management

610 – Governance, Democracy, and Policymaking

611 – Economics for Policy Planning, and Management

612 – Sustainable Communities and Sustainable Development

615 – Organizational Theory, Management, and Leadership

640 – Public Finance and Budgeting

CRPP – Concentration Required in Public Policy

CRSD – Concentration Required in Sustainable Development

CRPM – Concentration Required in Public Management

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map. *No*

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

Direct measures (other than course grades) we used:

- a. *Portfolios*

- b. Presentations at conferences*
- c. Presentations at public events*
- d. Capstone projects*
- e. Internships*
- f. Research assistantship with faculty members*
- g. Research assistantship at Cutler Institute*

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

Outcome 1, "Comprehend the fundamentals of public policy, planning, and management" was measured when students were taking PPM 610, 612, 615, and 640 which required comprehensive understanding of fundamentals of public policy, planning, and management.

Outcome 2, "Identify and describe problems and solutions from diverse political, economic, and ethical perspectives" was measured when all students took a core course PPM 610, and class projects were graded by an instructor.

Outcome 3, "Evaluate and synthesize problems and solutions quantitatively and qualitatively" was measured when all students took core courses, PPM 601 and 611. Their performances were reviewed by an instructor.

Outcome 4, "Design solutions and implementation strategies for organizations and communities" was measured when all students took a core course PPM 612 which required designing and implementation of solutions to make organization and communities problems.

Outcome 5, "Evaluate public, private, and non-profit organizational leadership and management" was measured when all students took a core course PPM 615 and class projects were graded by an instructor.

Outcome 6, "Articulate strategies to engage and facilitate civic discourse, community participation, and public-private cooperation" was measured when students were taking PPM 613 which required engagement with public and collect public opinions in community plan making efforts.

Outcome 7, “Communicate clearly, orally, graphically, and in writing, to inform, manage, and persuade” was measured when students completed a class project or a capstone project and presented their works. Capstones are reviewed by a group of faculty.

Finally, we examine patterns of student learning across courses and other students activities at our regular faculty meetings.

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit’s process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

Master’s degree in Policy, Planning, and Management (MPPM) was launched two years ago. During last two years, we developed new curriculum and assessment plans, arranged curriculum reviewing committee. At the curriculum reviewing committee meeting, we reviewed the course syllabi and assessment results. Based on the results, we recommended instructors to modify course contents and/or assessment methods. At the biannual advisory board meeting, we shared our program assessment results with the advisory board members, and we reflected their feedbacks on our curriculum.

- b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

We modified the list of required and elective courses for 2017-2018 academic year to reflect student demands and feedbacks from the practitioners in the field.

- c. *Date of most recent program review/self-study?*

Our first program review is scheduled on summer 2007

E..Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

We developed independent study, internship completion report forms.

We cross-listed courses with other departments: PPM 683 Environmental Law and Policy, PPM 639 Land Use Practicum, The Political Economy of Food, Tourism Planning, and Macro Economics.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.

Yes, outcome 6, “Articulate strategies to engage and facilitate civic discourse, community participation, and public-private cooperation”

b. Please indicate if any of the community engagement activities listed below are included in your program’s curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>
Student Research (related to a community-based problem)	R
Student-Faculty Community Research Project	R
Internship, or a Field Experience	O
Independent Study (community-related project)	O
Capstone Course (community-related project)	O
Service-Learning (course-based)	O
Study Abroad, or an International Program	O
Interdisciplinary Collaborative Project (community related)	R
Student Leadership Activities (related to a team project)	R
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	O
Other Activities (not mentioned above):	

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses:

Mid-level courses:

Upper-level courses: PPM 534, PPM 535, PPM 550, PPM 570, PPM 581, PPM 507/607, PPM 512/612, PPM 513/613, PPM 630, PPM 633, PPM 639, PPM 564/664, PPM 665, PPM 667, PPM 672, PPM 676