

# Assessment of Student Learning Plan (ASLP): Policy, Planning & Mgmt

2018-19 Academic Year

University of Southern Maine

## A. College, Department, Date

College \_\_\_\_\_ College of Management, Human Service \_\_\_\_\_  
Department \_\_\_\_\_ Policy, Planning, and Management \_\_\_\_\_  
Date \_\_\_\_\_ 5/31/2019 \_\_\_\_\_

## 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)

a. Are your student learning outcomes published on your department's website?  
Yes/No

i. If yes, please provide the url: https://usm.maine.edu/policy-planning-management/mppm-policy-planning-andmanagement

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

b. Please identify **which of your student learning outcome(s) were assessed this past academic year.**

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

c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/No

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

	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

**Step 2: Assessment Methods Selected and Implemented**

a. **Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree.** (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)

*Assessment measures (other than course grades) we used:*

- a. Portfolios*
- b. Presentations at conferences*
- c. Presentations at public events*
- d. Capstone projects*
- e. Internships*
- f. Independent Studies*
- g. Creation of "Ted Talks"*
- h. Interviews*
- i. Team projects*
- j. Research assistantship with faculty members*
- k. Research assistantship at Cutler Institute*

- b. Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

*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 (for example, annual discussion by faculty committee, etc.).*

*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.*

*In the Spring 2019, we conducted a student survey and asked their career goals, class format and course time preferences, evaluations of class learning experience and satisfaction levels, desired skillsets from the program. We reviews the survey results at the faculty meeting, and we recommended instructors to modify course contents and/or assessment methods to reflect the survey results.*

- b. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

*We modified the list of required and elective courses for 2018-2019 academic year to reflect student demands and feedbacks from the practitioners in the field. With the increased numbers of students during last several years, we increased the frequency of core offerings. We also offer selected core courses in various class-formats (online and offline) to meet demands from various students groups. We decided to increase the number of summer courses.*

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

*Fall 2017*

**E. Other Assessment Activities:** Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).

Faculty advisors assigned to individual students assess their advisees' progress

Specific rubrics are outlined in course syllabi for PPM 612 and 615. Rubrics have also been created for many elective courses.

**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.

*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	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	R	<b>O</b>
Independent Study (community-related project)	R	<b>O</b>
Capstone Course (community-related project)	R	<b>O</b>
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	<b>O</b>
Student Leadership Activities (related to a team project)	R	O
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	R	<b>O</b>
Other activities (please list):	R	O

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