



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College College of Management, Human Service

Department Policy, Planning, and Management

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

Contact Person for the Assessment Plan: Yuseung Kim, Chair

Current Date: 5/30/2020

List the date of the most recent academic program review/self-study: Fall 2017

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? Yes X No

If **YES**, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____ . Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If **NO**, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

The MPPM prepares students for leadership and management roles in government, nonprofit organizations, and private organizations serving the public and nonprofit sectors by developing a strong, multi-disciplinary foundation of skills and knowledge in the fields of policy, planning, and management.

Coursework focuses on conceptual learning and application through use of real-world data, case studies, and client- and community-based projects and assignments. The degree is designed for working professionals and pre-career students from diverse educational backgrounds who aspire to professional roles and careers as leaders, managers, advocates, planners, or analysts in areas related to environment, sustainable development, and economic and social policy.

2. Briefly describe the ways in which your program’s mission statement is aligned with the USM mission.

The MPPM mission statement is well aligned with the USM mission of:

“USM faculty members educate future leaders in the liberal arts and sciences, engineering and technology, health and social services, education, business, law, and public service.”

“...the faculty are committed to fostering a spirit of critical inquiry and civic participation.”

“It supports sustainable development, environmental stewardship, and community involvement.”

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

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

“Identify and describe problems and solutions from diverse political, economic, and ethical perspectives”

The program sees the recruitment of a diverse body of students as a priority, and the current student body includes Sudanese, Somali, and Iraqi students.

The program has a strong, supportive and diverse advisory board group who bring a community perspective and real world expectations for the program.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

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

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

Our curriculum assessment map is not published online.

| | 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

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

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 2: Assessment Methods Selected and Implemented /Summary of Results

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.**

Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

| <u>Check Assessment Methods Used this Academic Year</u> | <u>When Implemented</u> | | |
|---|-------------------------|---------------|---------------|
| <input type="checkbox"/> Artistic Exhibition/Types of Performance | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Class assignments/Exams/Papers (completed in course) | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Capstone Project (written project, non-thesis paper) | Fall | Spring | Summer |
| <input type="checkbox"/> Comprehensive or licensure exam (created by external org) | Fall | Spring | Summer |
| <input type="checkbox"/> Exit Exam (created by department or program) | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Exit Interview (individual or indiv self-reports of outcomes) | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Employer meetings/discussions on student outcomes | Fall | Spring | Summer |
| <input type="checkbox"/> Focus Groups (self-reports of outcome attainment) | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Internship/Fieldwork (evaluations of performance) | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Oral Performance/conference presentation | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Portfolio of student work | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Reflection Essays (self-report of outcome achievement) | Fall | Spring | Summer |
| <input type="checkbox"/> Research Papers (used for course & program assessment) | Fall | Spring | Summer |
| <input type="checkbox"/> Supervisor/Employer Evaluation (performance outside of class) | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Student Survey information (student self-reports on outcomes) | Fall | Spring | Summer |
| <input type="checkbox"/> Thesis/Dissertation (used for course & program assessment) | Fall | Spring | Summer |
| <input checked="" type="checkbox"/> Other: please explain | | | |

Other Assessment measures we used:

- a. *Research assistantship with faculty members*
- b. *Research assistantship at Cutler Institute*

- b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

See step 1-c.

- c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

At the curriculum reviewing committee meeting, we reviewed the course syllabi and assessment results. Also, we review capstone projects, outcomes of exit interview, internship experiences, portfolios, and student survey outcomes. We conclude majority of our students met our learning outcomes with a small number of exceptions such as a failure in a course, or unsatisfactory work performance at an internship place. 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.

- d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

During the winter 2019 and the Spring 2020, we've conducted a major revision of our curriculum based on the assessment outcomes, student comments and feedbacks from the practitioners in the field. We added a new course to our core curriculum and updated required courses for each of our three concentrations.

Also, we've prepared more detailed guidelines for internship, capstone, and portfolio requirements, and posted them on our website.

Step 3: Using the Assessment results to Improve Student Learning

- a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

- Program instructors/faculty
- Faculty committee
- Ad hoc faculty group
- Dept Chair/Program Director/Dean
- Faculty advisor
- Students (assistants, interns)
- Other: please explain

b. How did they evaluate, analyze, or interpret those results? (check all that apply)

- Used a rubric or scoring guide(s) for an assignment, paper, etc.
- Scored exams/tests/quizzes
- Used professional judgments (no rubric or scoring guide)
- Compiled or reviewed survey results
- Reviewed qualitative methods (interviews, focus groups, open-ended responses)
- External organization scored/analyzed data (licensure, comp exams)
- Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

- Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
- Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)
- Course pedagogy changes (teaching)
- Personnel or resource allocation changes
- Program policy changes (admission requirements, student probation policies, course feedback forms, etc.)
- Student's out-of-course experiences (co-curricular requirements, program website, program handbook, student workshops, etc.)
- Student Advising experiences (advisor-advisee relationship, communication of changes or expectations, etc.)
- Results indicated no action needed, students met expectations
- Other: please explain

d. Briefly explain each of the program changes/improvements indicated above.

- *Course changes: updated our curriculum and catalog, added new courses.*
- *Course pedagogy changes: offered various class-formats (online and offline) to meet demands from various students groups.*
- *Program policy changes: updated accelerated pathway admission requirements*
- *Student's out-of-course experiences: updated internship, capstone, and portfolio guidelines. Also, we've made a workshop course open to all concentration students.*
- *Student Advising experiences: strengthened the advisor-advisee relationship by sending them regular emails from their advisors.*

- e. Indicate when the program improvements (noted above) will be implemented or if you already made program changes (e.g., during the summer months, beginning of the fall semester, etc.).

We've updated our curriculum and course catalog for the 20-21 academic year.

Other Assessment Activities: Briefly describe any additional assessment-related activities being done at the course level (e.g., common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level, capstone, or other courses, other assessment projects implemented by individual faculty, etc.)

- *We offer Independent Studies to cover concepts or topics which are not covered by any other course in the program.*
- *We offer capstone, portfolio, and internship options.*
- *We have "Ted Talks" style presentation opportunities in the class to develop communication skills.*
- *Many of our classes require team projects to balance competition and cooperation, and assess their performance as a team work.*