

## Annual Departmental Assessment Report

**Department of Planning, Public Policy and Management**

**Academic Year of Report: 2015-16**

**Department Contact Person for Assessment: Dr. Richard D. Margerum, Department Head**

### Section 1: Learning Objectives Assessed for this Report

The Department of Planning, Public Policy and Management (PPPM) has three graduate programs: Masters of Community and Regional Planning, Masters of Public Administration and Masters of Nonprofit Management. All three of these programs have professional accrediting organizations or guidelines for program assessment that involve periodic external review, annual reporting and regular outcome assessment. This assessment report does not include these graduate programs.

The PPPM undergraduate program provides an interdisciplinary liberal arts education that prepares students for work in the fields of planning, public policy and public and nonprofit management. Through course work that integrates theory and practice, the curriculum focuses on the ways governments, nonprofit organizations, and other institutions address public problems. Students explore the economic, social, and environmental characteristics of communities and systems of governance to determine effective ways to advance the public's goals. The curriculum helps students develop knowledge of core issues related to public policy and management as well as a specialized expertise in an area of their choosing.

The PPPM major requires a minimum of 60 credits to satisfy major requirements. These include:

- 28 credits of **required core courses**: Core courses are central to the major. Together, these courses expose students to the broad field of planning, public policy and management, and they provide the foundation for more advanced work in a focal area.
- 32 **elective credits** (elective courses, internship, thesis): Developing sufficient background to work in the fields of planning, public policy, and public and nonprofit management requires solid academic preparation, individualized inquiry and experiential learning. The elective requirements for the major provide for flexibility and balance in achieving these learning goals.

#### Major in Planning, Public Policy and Management (PPPM)

The undergraduate PPPM major has six major learning objectives:

1. Learning Objective 1: Write clearly and persuasively to a wide range of audiences
2. Learning Objective 2: Present information orally in a clear and effective manner
3. Learning Objective 3: Understand core principles and policies guiding nonprofit and public organizations
4. Learning Objective 4: Develop spatial and quantitative analysis skills to effectively analyze issues
5. Learning Objective 5: Understand how to work on real-world issues through government, nonprofit organizations, and communities
6. Learning Objective 6: Develop a specialized area of substantive knowledge or skills

See Curriculum Map Below

### Curriculum Map for PPPM Undergraduate Major

X: Major Emphasis *: Component of Course	CORE: Overview			CORE: Skills	CORE: Syntheses	Elective: Experiential				
	201: Introduction to Public Policy	205: Introduction to City Planning	280: Introduction to Nonprofit Sector	413: Quantitative Methods	434: Urban GIS	415: Policy and Planning Analysis	494: Practice of Leadership and Change	412: Internship and Professional	404: Internship and Internship Nonprofit	410: Real World Eugene
<b>Curriculum Map</b> <b>Core Courses Required of All Students</b> <b>Experiential Electives (optional)</b>										
<b>Learning Objectives</b>										
Write clearly and persuasively to a wide range of audiences	*	*	*			*	X	X	*	X
Present information orally in a clear and effective manner							X	X		X
Understand core principles and policies guiding nonprofit and public organizations	X	X	X			X			*	*
Develop spatial and quantitative analysis skills to effectively analyze issues				X	X				*	*
Understand how to work on real-world issues through government, nonprofit organizations, and communities	*	*	*						X	X
Develop a specialized area of substantive knowledge or skills				X	X				X	X

<b>Curriculum Map</b> <b>Elective Courses and Areas of Specialization</b> <b>(no required specialization)</b>	Environment & Sustainability	Nonprofit Administration	Social & Health Policy	Equity & Social Justice	Public Leadership & Management	Urban Planning & Development
	PPPM 202: Healthy Communities	X		X	X	
PPPM 325: Community Leadership and Change		X		X	X	
PPPM 327: Global Leadership and Change		X		X	X	
PPPM 331: Environmental Management	X				*	*
PPPM 340: Climate Change Policy	X					
PPPM 399: Wealth Inequality			X	X		
PPPM 407: Natural Hazards Planning	X					X
PPPM 407: International Sustainability	X		X	X		

<b>Curriculum Map</b> <b>Elective Courses and Areas of Specialization</b> <b>(no required specialization)</b>	<b>Environment &amp; Sustainability</b>	<b>Nonprofit Administration</b>	<b>Social &amp; Health Policy</b>	<b>Equity &amp; Social Justice</b>	<b>Public Leadership &amp; Management</b>	<b>Urban Planning &amp; Development</b>
PPPM 407: Endangered Species Management	X				*	
PPPM 407: Volunteer Resource Management		X			*	
PPPM 407: Strategic Communications Management		X			X	
PPPM 407: Public Health			X	*		
PPPM 407: Difference and Power in the Public Sector			X	X		
PPPM 407: Education Policy			X			
PPPM 407: Policy Simulation			X		*	
PPPM 407: Public Sector Leadership					X	
PPPM 418: Intro to Public Law		X			X	
PPPM 422: Grant Proposal Writing		X			X	
PPPM 425: Project Management		X			X	X
PPPM 426: Strategic Planning Management		X			X	
PPPM 432: Justice and Urban Revitalization		X	X	X		X
PPPM 438: Bicycle Transportation	X					X
PPPM 440: Land Use Policy	X					X
PPPM 441: Growth Management	X					X
PPPM 442: Sustainable Urban Development	X					X
PPPM 443: Natural Resource Policy	X					
PPPM 444: Environmental Policy	X					
PPPM 445: Green Cities	X					X
PPPM 446: Socioeconomic Development Planning				X		X
PPPM 448: Collaborative Planning and Management	X	X			X	
PPPM 452: Public Participation in Diverse Communities				X	X	
PPPM 455: Social Policy			X	X		
PPPM 460: Health Policy		X	X			
PPPM 465: Program Evaluation		X			X	
PPPM 480: Nonprofit Management I		X				
PPPM 481: Fundraising for Nonprofits		X				
PPPM 448: Public & Nonprofit Financial Management		X			X	
PPPM 486: Philanthropy and Grant Making		X				

## Section 2: Assessment Activities

The Department of PPPM undertakes regular review of its programs and curriculum using a range of assessment activities, including:

- Annual student survey (in June): asks all students to assess their progress against key learning objectives and provide feedback on curriculum (course offerings, program suggestions, etc.)
- Student Advisory Board (composed of Graduate and Undergraduate students): meets twice per term with Department Head and program directors to address student concerns and curriculum feedback
- Student assignments: key assignments in core classes meant to address key learning objectives
- Undergraduate Program Committee: uses surveys, faculty feedback, student feedback and other qualitative information to assess learning goals and outcomes
- Internship Director: obtains feedback from professional internships and PPPM student performance in the work place

See Assessment Matrix Below

### Assessment Matrix for PPPM Undergraduate Program

Objective	Measures	Analysis/Actions
Write clearly and persuasively to a wide range of audiences	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Faculty evaluation of assignments</li> <li>• Internship feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing memo writing sequence in 200 level sequence in 2015-16</li> <li>• Introduced new Policy Analysis assignment in 2015-16</li> </ul>
Present information orally in a clear and effective manner	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Faculty evaluation of assignments</li> <li>• Internship feedback</li> </ul>	<ul style="list-style-type: none"> <li>• No current actions</li> </ul>
Understand core principles and policies guiding nonprofit and public organizations	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Faculty evaluation of assignments</li> <li>• Internship feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed course content of 201, 280, 205 in 2015-16</li> </ul>
Develop spatial and quantitative analysis skills to effectively analyze issues	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Faculty evaluation of assignments</li> <li>• Internship feedback</li> </ul>	<ul style="list-style-type: none"> <li>• No current actions</li> </ul>
Understand how to work on real-world issues through government, nonprofit organizations, and communities	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Faculty evaluation of assignments</li> <li>• Internship feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Offered 2<sup>nd</sup> undergraduate capstone course entitled Real World Eugene in collaboration with City of Eugene</li> </ul>
Develop a specialized area of substantive knowledge or skills	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Student Advisory Board</li> <li>• PPPM Undergraduate Committee</li> </ul>	<ul style="list-style-type: none"> <li>• Refined elective offerings</li> <li>• Developed new guidance to undergraduate focal areas</li> </ul>

### **Section 3: Actions Taken Based on Assessment Analysis**

See assessment matrix

### **Section 4: Other Efforts to Improve the Student Educational Experience**

In addition to curriculum issues, undergraduate students have been part of ongoing discussions about improving the climate of the Department to support equity and inclusion. This effort has been co-led by faculty, graduate students and undergraduate students; it continues to undertake a range of strategies to support these efforts, including:

- Annual questions in our student survey about equity and inclusion
- Follow up listening session in Spring 2016 to assess progress and obtain feedback
- Reviewing syllabi to help identify readings and content to diversify authors and perspectives
- Sponsoring workshops and teaching and learning sessions related to diversity
  - Facilitating difficult conversations (TEP)
  - Intervention strategies (Rehearsals for Life)
  - Conflict resolution (CRES)
- Amending our Tenure and Promotion guidelines and Merit criteria to include faculty reporting on participation in equity and inclusion training
- Developing resources and materials for instructors to help with classroom discussions—particularly non tenure track faculty
- Developing a resource packet for Graduate Teaching Fellows
- Sponsored a workshop this Fall on power and privilege by Dr. Johnny Lake for faculty during our Fall retreat
- Offering a two credit class on Difference and Power in the Public Sector

### **Section 5: Plans for Next Year**

Due to the growth in the major, an increase in the core course offerings and changing student demands, several potential plans for next year include:

- Additional staff to support academic advising
- Introducing pre-requisites for some upper division core classes and electives
- Refining focal areas classes