

2009

Mission

The Urban & Environmental Policy program seeks to provide students with both an understanding of how public policy is made, evaluated, and implemented and the skills to help make, evaluate and implement public policy. Special emphasis is placed on public policy in the areas of urban policy and environmental policy, but the tools used for these topics are generalizable to other areas of public policy. As an interdisciplinary program, the UEP courses draw on materials from economics, political science, sociology, history, urban planning, environmental science, and other disciplines.

Goals and Outcomes

Goal 1: Students will be able to demonstrate knowledge of the key social, economic, political environmental and urban problems in the United States.

Outcome 1.1: Students can describe key social, economic, political, environmental, and urban problems in American society.

Outcome 1.2: Students can apply their knowledge of at least one key social, economic, political, environmental or urban problem to analyze contemporary issues.

Evaluation: Students will write at least two papers about these topics in UEP courses. Samples of papers addressing the above topics will be collected and scored by full-time faculty utilizing a common rubric designed to measure achievement of the outcome.

Goal 2: Students will understand different approaches to gathering and analyzing data to assist in understanding and evaluating public policy, acquire solid grounding and training in applied research on policy issues, develop writing skills relevant to policy analysis, and make public presentations about policy issues.

Outcome 2.1: Students can identify quantitative indicators that policymakers use to measure whether a policy is effective or ineffective.

Outcome 2.2: Students demonstrate their capacity to conduct applied research on a policy issue.

Outcome 2.3: Students demonstrate their capacity to undertake different kinds of writing assignments about policy issues, such as editorials, policy memos, and book reviews on policy issues.

Outcome 2.4: Students will demonstrate their oral skills by a public presentation.

Evaluation: Students will examine GIS maps and quantitative data (i.e. tables on changes in poverty rates) and report on their relevance for policy analysis and for measurement of policy effectiveness. Students will complete a comprehensive research project focusing on applied research on a policy issue in their senior year and will make a public presentation of their comps project. An oral presentation rubric will be utilized by faculty to assess the degree to which effective oral communications skills have been demonstrated by students. Students will write editorials, policy memos and books reviews on policy issues. Samples of each type will be collected in courses and evaluated by means of a common rubric.

Goal 3: Students will achieve a broad understanding of how public policy is made, evaluated, and implemented in the U.S., with specific understanding of some area of urban and/or environmental policy. They will understand the differences and similarities between the public policy process in the US and other societies, with a specific understanding of these differences and similarities in some area of urban and /or environmental policy.

Outcome 3.1: Students can identify specific public policy issues and describe which levels of government are responsible for implementing them, and identify the key interest groups engaged in those policies.

Outcome 3.2: Students will demonstrate how public policy is made, evaluated and implemented in the United States.

Outcome 3.3: Students can identify how a specific issue or policy area is treated differently or similarly in the U.S. and in several other countries -- for example, health care or transportation.

Evaluation: Students will write a paper analyzing the role of government and which levels of government in addressing economic, social and environmental problems and identify the key interest groups involved in at least on issue. Students will write a paper evaluating how different societies deal with the same issues.

Goal 4: Students will gain practical experience in shaping, implementing, and/or evaluating public policy, and will become familiar with the wide range of career opportunities and further educational opportunities (including special fellowship and internship programs).

Outcome 4.1: Students will engage in at least one 10-12 hour/week internship with a community based organization, labor union, public official, advocacy group, labor union, law firm or other organization involved in public policy. Students may also do a summer internship with a similar organization.

Outcome 4.2: Students will become familiarize with, through investigating career, internship, and fellowship options through searching the web, meeting with Oxy grads and other professionals, and discussing career goals and options with faculty.

Evaluation: Students will write a paper evaluating their internship and assess what they have learned from their internship experience. A faculty-developed rubric for assessing the students'

Assessment Plan

papers will be developed. Students will meet with UEP faculty in their senior year to discuss the post-graduation plans and assemble a portfolio of what they have learned about career opportunities and further educational opportunities. We will incorporate this into the UEP advising process.

Course/Program Alignment Matrix

I=Introduced; D=Developed and practice with feedback; M=Mastery

Student Learning Outcome/Course	1.1	1.2	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2
UEP 101	I	I			I						
ECON 101			I								
POLS 101	I	I			I	I	I	I	I		
Methods			M	I							
Science (100s)											
Electives (200s)											
UEP 301 (jr. writing)	D	D	D	D	D	D	D	D	D		
UEP 310										D	D
UEP 311							M			M	M
UEP 410 (comps)	M	M					M	M	M		
UEP 411 (comps)				M	M	M	M	M	M		

Implementation of Assessment

UEP will do the assessment over a three-year period. Goals 1 and 2 will be examined in 2009-2010; Goal 3 in 2010-2111; Goal 4 in 2011-2012. The entire faculty (currently three member) will review students' written and oral work and evaluate them. We will also conduct focus groups with both current students and some recent graduates to evaluate how/whether the UEP curriculum is helpful to graduates as they enter grad school or work.

Departmental Support

Bob Gottlieb, Martha Matsuoka, and Peter Dreier met four times to discuss the assessment plan. We each drafted parts of the assessment plan and shared them with each other, met to discuss them, and revised them. We talked with some UEP majors about the goals and outcomes to do a reality-check.