



Department of Educational Psychology

January 7, 2019

Curriculum Committee
University of Utah

Dear Curriculum Committee:

I am writing to let you know that I am aware of the Public Policy Graduate Certificate being developed through Political Science. I understand that this will mean that students currently taking STAT 6003 would no longer take that course. I don't think this will have appreciable impact on the course, as the University Statistics Committee has developed its own Statistics Graduate Certificate and students enrolled in this certificate would likely make up any shortfall. Therefore, I support the new Public Policy Graduate Certificate.

Sincerely,

Michael K. Gardner
Professor of Educational Psychology
Chair, University Statistics Committee

GRADUATE CERTIFICATE IN PUBLIC POLICY

LEARNING OUTCOMES/COMPETENCIES & ASSESSMENT

Learning Outcomes/Competencies

The Learning Outcomes are extracted from and are completely consistent with those for the Master of Public Policy program. Certificate program requirements have been selected and designed to ensure that certificate students have the opportunity to master these Learning Outcomes:

All students completing the Graduate Certificate in Public Policy at the University of Utah will learn--

Key Learning Objectives of the core course requirements:

To select and apply quantitative analytical tools and techniques appropriately

- For the formulation, implementation, and evaluation of public policies and programs
- As decision-making and problem-solving support for policymakers

Assess the impacts and possible adverse consequences of analytical tool selection

- For the formulation, implementation, and evaluation of public policies and programs
- As decision-making and problem-solving support for policymakers
- In particular for different stakeholder groups and in terms of social equity
- The extension to public sector ethical considerations and implications

To identify and assess the impact of models of rationality and models of mankind

- in policy making and program design
- theories of the policy process, economics and institutional design

To identify and evaluate theoretical frameworks and analytical models used to explain key aspects of

- The policy-making process
- Political and economic institutions that influence policy processes

To develop a basic understanding of the economics of the public sector, including

- Theoretical frameworks relating to public budgeting, taxation and expenditures

- Microeconomic principles relevant to the fields of property, torts, contracts, and criminal law

Key Learning Objectives of the policy focus area electives:

To gain substantive knowledge (e.g., current statistics, problems, successes, stakeholders, and societal values) in a policy topic area of current social importance

Assessment of Learning Outcomes/Competencies

Methods used to assess Learning Outcomes/Competencies:

- **Scenario based discussion topic and/or journal entry assignment** where the students reflect on the learning outcomes for the certificate programs. This is an in-class assignment (in each course) but the assignment is not a graded assignment. This activity will help the student integrate their course topic with specific competencies as they relate to a practical situation that the student may encounter in a work setting. The MPP Director will design these scenario based discussion topics and journal entry assignments to ensure fit with the overall certificate learning outcomes and the activity (discussion or journal assignment) will be incorporated and implemented by individual course instructors on behalf of the certificate program. The assessments will be collected, analyzed and brought back to the instructional faculty by the MPP Program Director and staff on an annual basis.
- ***Scheduled surveys of students who have completed the Graduate Certificate.*** This survey is administered every several years to MPP graduates. Graduate Certificate recipients will be added to the survey mailing list. The survey addresses current employment and career placements (program outcomes). It also asks the respondents to self-score their achievement of Learning Outcomes and continuous improvement in terms of the relevance of the certificate Learning Outcomes for students and alumni.
 - *Direct assessment:* Survey respondents are asked to self-assess themselves on the Learning Outcomes in two ways:
 - The degree to which the student feels they achieved Learning Outcomes; and
 - “The relevance to your current career, or any work you’ve done since graduation.”
 - *Indirect assessment:* Among other questions, survey respondents are asked:

- “How relevant do you feel the (required) courses are to your current career”;
- Several questions assessing different aspects of post-MPP or Graduate Certificate employment, such as satisfaction with the job, overall satisfaction with the program or certificate, and career plans; and
- Open-ended questions that often provide valuable insights that do not emerge in responses to the standard questions.

