

827: PUBLIC POLICY ANALYSIS GRADUATE CERTIFICATE

In Workflow

1. APA Coordinator Programs (janice.nave-abele@oregonstate.edu)
2. Catalog Coordinator (belinda.sykes@oregonstate.edu)
3. 10 Dean Designee (nicole.vongermeten@oregonstate.edu)
4. Provost Designee (alix.gitelman@oregonstate.edu)
5. SPP Head (catherine.bolzendahl@oregonstate.edu)
6. Ecampus Programs (shannon.riggs@oregonstate.edu; ecampus.academicprograms@oregonstate.edu; kathryn.howard@oregonstate.edu)
7. Space Evaluation (david.jacobs@oregonstate.edu; libby.ramirez@oregonstate.edu)
8. 14 Day Review (none)
9. Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim@oregonstate.edu)
10. Graduate Assessment (kristin.nagycatz@oregonstate.edu)
11. 10 College Committee Approver (rick.febre@oregonstate.edu; lewisd@oregonstate.edu)
12. APA Coordinator Programs (janice.nave-abele@oregonstate.edu)
13. Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim@oregonstate.edu)
14. Budgets and Fiscal Planning Committee Chair (jeff.luck@oregonstate.edu)
15. Graduate Council Co-Chairs (john.becker-blease@bus.oregonstate.edu)
16. APA Coordinator Programs (janice.nave-abele@oregonstate.edu)
17. Curriculum Council Co-Chairs (iannie@oregonstate.edu; jim.coakley@oregonstate.edu)
18. Executive Committee (vickie.nunnemaker@oregonstate.edu)
19. Faculty Senate (vickie.nunnemaker@oregonstate.edu)
20. NWCCU (janice.nave-abele@oregonstate.edu)
21. Catalog Coordinator (belinda.sykes@oregonstate.edu)
22. Graduate Curriculum Tables (jared.thomas@oregonstate.edu; john.henry@oregonstate.edu)
23. Catalog Coordinator (belinda.sykes@oregonstate.edu)

Approval Path

1. Wed, 01 Feb 2023 22:14:36 GMT
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for APA Coordinator Programs
2. Thu, 02 Feb 2023 19:02:03 GMT
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Rollback to Initiator
3. Mon, 06 Feb 2023 21:28:31 GMT
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for APA Coordinator Programs
4. Wed, 15 Feb 2023 06:12:10 GMT
Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for Catalog Coordinator
5. Wed, 15 Feb 2023 17:24:39 GMT
Nicole von Germeten (College of Liberal Arts, Associate Dean) (nicole.vongermeten): Approved for 10 Dean Designee
6. Tue, 21 Feb 2023 16:05:00 GMT
Alix Gitelman (Vice Provost for Academic Affairs) (alix.gitelman): Approved for Provost Designee
7. Tue, 21 Feb 2023 19:37:20 GMT
Catherine Bolzendahl (School of Public Policy, Director) (catherine.bolzendahl): Approved for SPP Head
8. Tue, 21 Feb 2023 23:59:08 GMT
Kathryn Howard (Ecampus, Program Intake Coordinator) (kathryn.howard): Approved for Ecampus Programs
9. Wed, 22 Feb 2023 20:45:25 GMT
David Jacobs (Capital Planning & Development, Manager - Space Allocation) (david.jacobs): Approved for Space Evaluation
10. Thu, 09 Mar 2023 10:27:30 GMT
0/1 votes cast.
Yes: 0% No: 0%
Approved for 14 Day Review
11. Thu, 09 Mar 2023 19:29:47 GMT
Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim): Approved for heime
12. Thu, 09 Mar 2023 20:28:27 GMT
Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz): Rollback to heime for Graduate Assessment
13. Mon, 13 Mar 2023 21:50:20 GMT
Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim): Approved for heime

14. Tue, 14 Mar 2023 17:14:57 GMT
Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz): Rollback to heime for Graduate Assessment
15. Tue, 14 Mar 2023 19:12:36 GMT
Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim): Approved for heime
16. Tue, 14 Mar 2023 19:41:33 GMT
Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz): Approved for Graduate Assessment
17. Thu, 16 Mar 2023 20:01:47 GMT
Kristy Kelly (School of Writing, Literature & Film, Senior Instructor I) (kristy.kelly): Approved for 10 College Committee Approver
18. Fri, 17 Mar 2023 16:11:58 GMT
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for APA Coordinator Programs
19. Fri, 17 Mar 2023 16:16:57 GMT
Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim): Approved for heime
20. Thu, 23 Mar 2023 16:12:23 GMT
Frank Chaplen (Biological & Ecological Engineering, Associate Professor) (frank.chaplen): Rollback to heime for Budgets and Fiscal Planning Committee Chair
21. Tue, 04 Apr 2023 23:22:14 GMT
Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim): Approved for heime
22. Wed, 19 Apr 2023 00:13:54 GMT
Frank Chaplen (Biological & Ecological Engineering, Associate Professor) (frank.chaplen): Rollback to heime for Budgets and Fiscal Planning Committee Chair
23. Fri, 21 Apr 2023 18:31:06 GMT
Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim): Approved for heime
24. Fri, 21 Apr 2023 19:26:48 GMT
Frank Chaplen (Biological & Ecological Engineering, Associate Professor) (frank.chaplen): Rollback to heime for Budgets and Fiscal Planning Committee Chair
25. Mon, 24 Apr 2023 17:20:16 GMT
Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim): Approved for heime
26. Fri, 12 May 2023 03:05:24 GMT
Frank Chaplen (Biological & Ecological Engineering, Associate Professor) (frank.chaplen): Rollback to heime for Budgets and Fiscal Planning Committee Chair
27. Tue, 16 May 2023 17:16:32 GMT
Erin Heim (School of Public Policy, Graduate Program Coordinator) (erin.heim): Approved for heime
28. Wed, 17 May 2023 16:29:22 GMT
Frank Chaplen (Biological & Ecological Engineering, Associate Professor) (frank.chaplen): Approved for Budgets and Fiscal Planning Committee Chair
29. Tue, 30 May 2023 17:38:26 GMT
John Becker-Blease (College of Business, Associate Dean of Graduate Programs, and Graduate Council Chair) (john.becker-blease): Approved for Graduate Council Co-Chairs
30. Tue, 30 May 2023 17:39:55 GMT
Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele): Approved for APA Coordinator Programs
31. Mon, 12 Jun 2023 17:31:53 GMT
Ping-Hung Hsieh (College of Business, Professor) (ping-hung.hsieh): Approved for Curriculum Council Co-Chairs

New Program Proposal

Date Submitted: Sat, 04 Feb 2023 00:17:46 GMT

Viewing: : Public Policy Analysis Graduate Certificate

Last edit: Tue, 16 May 2023 17:16:20 GMT

Changes proposed by: heime

Proposal

Effective Term

Fall 2023

Justification

The Graduate Certificate in Public Policy Analysis is a distinctive program that offers students several courses that allow them to tailor their studies to their specific interests and goals. Additionally, the program's interdisciplinary focus on sociology, economics, political science, and public policy provides students with a comprehensive understanding of policy analysis.

Factors that have made this program necessary include the increasing complexity of policy decisions and the need for professionals who can understand and analyze these decisions from multiple perspectives. External factors that have made this program necessary

include the growing demand for policy analysts in both the public and private sectors, as well as the increasing importance of policy analysis in addressing social and economic issues at the local, state, and national levels.

The Graduate Certificate in Public Policy Analysis is a valuable program that fills a need at OSU by providing students with the skills and knowledge they need to succeed in the field of policy analysis. It is distinctive in its interdisciplinary approach and flexibility and is necessary due to both internal and external factors that have made it increasingly important for professionals to be able to understand and analyze policy decisions.

Primary Originator

Name

Brent Steel (School of Public Policy, Professor)

Liaisons

Academic Unit

School of Public Policy (ECON, MPP, PS, PPOL, SOC)

College of Business - Graduate (BA)

College of Public Health & Human Sciences (H)

College of Liberal Arts (LA, MAST, SSCI)

Applied Economics (AEC)

Program Information

Program Level

Graduate

Program Type

Certificate

Name

Public Policy Analysis Graduate Certificate

CIP Code

44.0501 - 44.0501

College

Liberal Arts (10)

Academic Unit

School of Public Policy

Is this program jointly administered?

No

Date the Early Alert was submitted for this proposal

1/6/23

What degree types are available for this graduate or professional program?

Certificate

Campus Locations

Corvallis

Ecampus

Is this program currently or planned to be offered in hybrid format?

No

Will this program lead to professional licensure in any U.S. state or territory?

No

Executive Summary

Executive Summary

The proposed Graduate Certificate in Public Policy Analysis is designed to equip students with the skills and competencies needed to understand and analyze public policy pertaining to Oregon and other public organizations.

HECC - Higher Education Coordinating Commission

Program Description

HECC Description

The proposed Graduate Certificate in Public Policy Analysis is an 18-credit program to be offered both on campus and online through OSU Extended Campus by the School of Public Policy. Students will be offered courses that will prepare them with the skills and competencies needed to understand and analyze public policy pertaining to Oregon and other public organizations.

The OSU School of Public Policy is well-positioned to offer this program because it currently offers three graduate degrees in public policy – Master of Public Policy (on campus and Ecampus), Executive MPP (on campus and Ecampus), and Ph.D (on campus) degrees. As such, all courses are already available to students both on-campus and Ecampus. The certificate will be comprised of four 4-credit core courses in addition to a 1-credit professional development seminar and a 1-credit DEI seminar for a total of 18 credits. The required courses are also core courses in the MPP and Executive MPP programs.

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered

Rooted in Sociology, Economics, Political Science, and Public Policy, students will gain valuable insights into complex challenges involving policy decisions. The program's objectives are to produce students who can achieve basic proficiency in critical policy analysis and analytical tools to understand and engage with public policy debates and questions effectively; utilize social science methods and policy analysis to address practical challenges facing government, communities, regions, and/or global issues; and adhere to ethical principles when citing sources, conducting research with human subjects, serving the public, and collaborating with diverse colleagues.

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)

All classes will be offered both on campus and Ecampus. The Certificate Coordinator will interact with all students via email, video conferencing, in person, and telephone.

Adequacy and quality of faculty delivering the program

All instructors of core classes will be core faculty in the School of Public Policy, all with Ph.Ds, and expertise in the subject matter of those classes. The Certificate Coordinator will have at least minimally required credentials (Ph.D.) and expertise in public policy. The Master of Public Policy Program is professionally accredited by the Network of Schools of Public Policy, Affairs, and Administration, which requires core faculty to be "Academically Qualified" to teach in the program. The OSU Academic Qualification Policy for the MPP is: To maintain faculty qualifications to accomplish the mission of the School of Public Policy and NASPAA accreditation, faculty on tenure track appointments must be academically qualified. Academic qualification is defined as receiving a doctoral degree in a subject related to the faculty member's area(s) of teaching. The initial academic qualification lasts five years from the award of the doctoral degree. To maintain academically qualified status, each faculty member has to engage in research related to their area of teaching. Academic qualification status is not considered in academic merit, promotion, and tenure evaluations. The expectation is that faculty will publish in peer-reviewed journals or peer-reviewed research books. To maintain academic qualification, the expectation is a minimum of three quality peer-reviewed publications in each consecutive period of five years, or a published peer-reviewed book, or equivalent research-related activity.

There are currently 20-core graduate faculty in the school that meets the Academic Qualification policy and teach graduate courses –both on campus and Ecampus—in the graduate programs. The Graduate Program Director (tenured associate or full professor) and the Graduate Program Coordinator (MPP advisor and support staff) will serve as the administrators of the certificate program.

Adequacy of faculty resources – full-time, part-time, adjunct

The School of Public Policy has at least 20+ full time faculty with public policy expertise. The School's already-demonstrated commitment to providing public policy courses within the online graduate degree program ensures ongoing allocation of faculty resources toward this certificate program.

Other staff

No other dedicated staff time is anticipated at this time. E-campus support for the Graduate Program Coordinator ensures that the Coordinator will complete the minimal clerical work related to the program. General office support within the School of Public Policy may occasionally assist as allocated by the Director of the School of Public Policy.

Adequacy of facilities, library, and other resources

No special facilities are required since the Graduate Director and Graduate Program. The coordinator will operate out of offices already assigned and on equipment already provided by the School of Public Policy. Library resources already allocated for graduate students in Public Policy are adequate. Students will access online journals as other graduate students already do.

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

This Certificate program aligns with the university's stated mission and signature areas of focus of "promoting economic, social, cultural and environmental progress." It demonstrates the university's long-standing land-grant commitment to sustainability and its commitment to making education available to a wide array of people.

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

A 2022 survey of northern California, southwest Washington, and Oregon suggest that this certificate program could help address the state and regional needs of having trained people in local places who understand how policy affects those local places and what to do about it. The proposed Graduate Certificate in Public Policy Analysis contributes to institutional and statewide goals for student access and diversity by offering the program both on campus and online, it allows students from a variety of geographic locations and backgrounds to access the program and benefit from its interdisciplinary focus on policy analysis.

The online modality of the program is likely to attract a diverse student body, as online graduate students are often non-traditional and more ethnically diverse than their on-campus counterparts. Finally, the program's interdisciplinary focus on sociology, economics, political science, and public policy allows students from a variety of disciplines to gain valuable insights into policy analysis, making it more accessible and inclusive for a wide range of students.

The Graduate Certificate in Public Policy Analysis promotes these goals by providing students with the skills and competencies they need to understand and analyze complex policy decisions. The program's interdisciplinary approach allows students to gain a broad and comprehensive understanding of policy analysis, and its focus on policy decisions in Oregon and other public organizations provides students with a real-world context for their learning. Additionally, by providing students with the opportunity to engage in research and analysis, the program supports the development of new knowledge and insights in the field of public policy.

The Graduate Certificate in Public Policy Analysis supports economic and cultural support of Oregon and its communities by preparing students to become policy analysts who can contribute to the development of policies that address social and economic issues in the state and beyond. By providing students with the skills and knowledge they need to understand and analyze policy decisions, the program helps to ensure that policy decisions are informed by sound research and analysis, which can ultimately benefit Oregon communities and the state as a whole.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:

By preparing students to become policy analysts, this program helps to enhance the state's capacity to improve educational attainment in the region and state as policy analysts play a crucial role in identifying and addressing issues that impact educational attainment, such as funding and resource allocation, curriculum development, and teacher training. By having a trained and qualified pool of policy analysts available to work on these issues, the state is better equipped to address challenges and find solutions that will improve educational outcomes for all students.

The program's focus on collaboration and flexibility makes it well-suited to meeting the diverse needs of students and professionals in the region and state. By offering a range of courses that allow students to tailor their studies to their specific interests and goals, the program can meet the needs of various individuals and organizations. This, in turn, helps to ensure that the program can contribute to the state's overall efforts to improve educational attainment and address other policy challenges facing the region and state. This certificate program could also strengthen linkages between different entities around the region. Having students from around the state, as well as those beyond Oregon borders, can create opportunities such as linking professionals across counties or linking diverse communities around the state with one another. These connections often alert students working throughout Oregon to policies and programs they may wish to pursue in their own organizations. So, this program may do more than provide graduate certificates for personal advancement.

Respond effectively to social, economic, and environmental challenges and opportunities:

The program enhances the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities by providing students with a perspective on collaboration in policy analysis. This broad and comprehensive understanding allows graduates to approach policy issues from multiple angles, helping to ensure that decisions are well-informed and effective.

Address civic and cultural demands of citizenship

The program enhances the state's capacity to address the civic and cultural demands of citizenship by allowing students to view public policy analysis through multiple lenses and perspectives representing the diverse needs and interests of citizens. This broad and comprehensive understanding allows graduates to approach policy issues from multiple angles, helping to ensure that decisions are well-informed and reflect the values and priorities of the community.

Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

There is no accrediting body for this certificate.

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

Not applicable

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

Not applicable

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

There is no accrediting body for a public policy certificate or licensure.

Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:

Fall Term Headcount:

8

FTE Enrollment:

1

Expected Degrees/Certificates

1

Year Two:

Fall Term Headcount:

12

FTE Enrollment:

4

Expected Degrees/Certificates:

5

Year Three:

Fall Term Headcount:

16

FTE Enrollment:

8

Expected Degrees/Certificates

8

Year Four:

Fall Term Headcount:

20

FTE Enrollment:

10

Expected Degrees/Certificates

12

Year Five:

Fall Term Headcount:

24

FTE Enrollment:

12

Expected Degrees/Certificates

16

Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.)

Oregon and non-resident students from around the country; some from overseas (military, etc.). The demand from international students is not currently calculated, but given that students need not obtain admission to the more competitive Master's degree program in public policy, and they need not relocate, there may be many international students interested in the online certificate program. Most will be part-time students.

Evidence of market demand

During the Winter of 2022, the Public Policy Graduate Program at Oregon State University conducted a regional needs assessment of governments, non-profits, and policy advocacy organizations throughout Oregon, northern California, and southwest Washington to assess the potential support and demand for graduate certificate programs in Public Policy Analysis, Economic Policy, and Social Policy. Approximately 1,100 organizations were sent an email with a request to fill out a Qualtrics survey to assess interest in graduate certificates, with 256 responding to the survey request. Respondents came from the federal government, state government, local government, non-profit organization sectors.

The survey asked about a variety of possible graduate certificates including public policy analysis. Over 87 percent of responding organizations responded that such a certificate "would be of interest to employees in your (their) organization." Over 54 percent responded that they would prefer a "100 percent online program" and 42.2 percent indicated they would like a "hybrid program" with both on campus and online options. When asked about a set of skills and types of knowledge that is important for professionals in their organizations to know, 59.4 percent that "evaluate programs and policies" was very important and 38.7 percent replied that it was "important." Finally, when asked "the likelihood of your organization's support (financial) of employee participation," we received the following responses that indicate much support and potential sponsoring of employees.

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

Not applicable

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Most will be early to mid-career local and state government employees who can advance to higher levels of leadership in their organizations. Others will work for non-profit organizations, again aspiring to levels of greater leadership and influence. Some fraction of them, upon proving themselves as talented graduate students in the Certificate program may choose to apply for Master's degree programs.

Outcomes and Quality Assessment

Expected learning outcomes of the program

Students completing this certificate program will be able to:

- > Analyze policy to make sense of and work with public policy debates and questions.
- > Apply social science methods and policy analysis to practical problems of government, communities, regions and/or global issues.
- > Conduct citing sources and using human subjects ethically.
- > Develop critical thinking about public policy issues and the ability to conduct professional analyses of social, political, and economic structures and bureaucratic processes.

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction

Learning Outcome:

- 1) Analyze policy to make sense of and work with public policy debates and questions.

Curriculum & Activities:

PPOL 511-Public Organizations and Leadership (Term paper and policy response essays); PPOL 512-Public Policy Theory (Term paper and policy response papers); PPOL 521-Understanding Social Research; ECON 539-Public Policy Analysis

Outcomes & Assessment:

- > "Competent" performance for required policy theory term paper in PPOL 512 using Learning Outcomes Paper Rubric (80%+ of class). Evaluated by course instructor and graduate program director.
- > "Competent" performance for required Policy Response essays in either PPOL 511 of PPOL 512 using Learning Outcomes Policy Response Rubrics (80% of class). Evaluated by course instructor and graduate director.
- > Exit survey score of 4 or higher indicating student agreed or strongly agreed that this learning outcome was achieved.

Learning Outcome:

- 2) Apply social science methods and policy analysis to practical problems of government, communities, regions and/or global issues.

Curriculum & Activities: PPOL 511-Public Organizations and Leadership (Term paper and policy response essays); PPOL 512-Public Policy Theory (Term paper and policy response papers); PPOL 521-Understanding Social Research; ECON 539-Public Policy Analysis
Outcomes & Assessment:> "Competent" performance for required policy theory term paper in PPOL 512 using Learning Outcomes Paper Rubric (80%+ of class). Evaluated by course instructor and graduate program director.

- > "Competent" performance for required Policy Response essays in either PPOL 511 of PPOL 512 using Learning Outcomes Policy Response Rubrics (80% of class). Evaluated by course instructor and graduate director.

> Exit survey score of 4 or higher indicating student agreed or strongly agreed that this learning outcome was achieved.

Learning Outcome: 3) Conduct citing sources and using human subjects ethically.

Curriculum & Activities: PPOL 511-Public Organizations and Leadership (Term paper and policy response essays); PPOL 512-Public Policy Theory (Term paper and policy response essays); PPOL 521-Understanding Social research; ECON 539-Public Policy Analysis Outcomes and Assessment: > "Competent" performance for required policy theory term paper in PPOL 512 using Learning Outcomes Paper Rubric (80%+ of class). Evaluated by course instructor and graduate program director.

> "Competent" performance for required Policy Response essays in either PPOL 511 of PPOL 512 using Learning Outcomes Policy Response Rubrics (80% of class). Evaluated by course instructor and graduate director.

> Exit survey score of 4 or higher indicating student agreed or strongly agreed that this learning outcome was achieved.

Learning Outcome: 4) Develop critical thinking about public policy issues and the ability to conduct professional analyses of social, political, and economic structures and bureaucratic processes.

Curriculum & Activities: 4)Develop critical thinking about public policy issues and the ability to conduct professional analyses of social, political, and economic structures and bureaucratic processes. PPOL 511-Public Organizations and Leadership (Term paper and policy response essays); PPOL 512-Public Policy Theory (Term paper and policy response essays); PPOL 521-Understanding Social research; ECON 539-Public Policy Analysis

Outcomes and Assessment: > "Competent" performance for required policy theory term paper in PPOL 512 using Learning Outcomes Paper Rubric (80%+ of class). Evaluated by course instructor and graduate program director.

> "Competent" performance for required Policy Response essays in either PPOL 511 of PPOL 512 using Learning Outcomes Policy Response Rubrics (80% of class). Evaluated by course instructor and graduate director.

> Exit survey score of 4 or higher indicating student agreed or strongly agreed that this learning outcome was achieved.

The Certificate Coordinator will initiate these processes and prepare an annual assessment report to for the Graduate Learning Outcomes Report for the Graduate School.

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas

Program faculty who teach these courses will be engaged in research related to public policy. In the annual report prepared by the Certificate Coordinator, a summary of faculty expertise will be included to assure that students are learning from faculty with ongoing research interests in the related subjects per SPP's Academic Qualification Policy

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities

Both Oregon State University and Portland State University have Master of Public Policy programs but only OSU's program is available both online and on-campus. However, there is no Graduate Certificate in Public Policy Analysis currently available at either campus.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration

OSU's School of Public Policy collaborated with PSU in the development of an online Executive Master in Public Policy. OSU Executive MPP students can earn a PSU Graduate Certificate in Collaborative Governance or Gerontology and apply it as a concentration to either the online MPP or Executive MPP. In general, our courses tend to complement one another, rather than overlap, and not all of PSU's courses are offered online. Our goal is to allow students to access courses at both institutions to pursue graduate education in public policy.

If applicable, proposal should state why this program may not be collaborating with existing similar programs

Not applicable

Potential impacts on other programs

This program is likely to strengthen the existing graduate programs at OSU in at least three ways. First, admitting students to this program will likely lead to recruiting the same students into the Master of Public Policy (on-campus, online, or executive online). Second, a stand- alone Graduate Certificate in Public Policy Analysis can be incorporated with other OSU and Oregon graduate certificates and/or graduate degrees, adding value to those programs and degrees. Finally, the certificate program will strengthen OSU online graduate course enrollment, hence improving our online slash courses and securing minimal enrollments to be able to offer them often.

Graduate Learning Outcomes (GLOs) for Graduate Students

Will this program fulfill more than one learning outcome?

No

Conduct research or produce some other form of creative work

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Learning Outcome:

1) Analyze policy to make sense of and work with public policy debates and questions.

Curriculum & Activities:

PPOL 511-Public Organizations and Leadership (Term paper and policy response essays); PPOL 512-Public Policy Theory (Term paper and policy response papers); PPOL 521-Understanding Social Research; ECON 539-Public Policy Analysis

Outcomes & Assessment:

>"Competent" performance for required policy theory term paper in PPOL 512 using Learning Outcomes Paper Rubric (80%+ of class). Evaluated by course instructor and graduate program director.

>"Competent" performance for required Policy Response essays in either PPOL 511 of PPOL 512 using Learning Outcomes Policy Response Rubrics (80% of class). Evaluated by course instructor and graduate director.

>Exit survey score of 4 or higher indicating student agreed or strongly agreed that this learning outcome was achieved.

Has this assessment method changed since the last reporting cycle?

No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

> "Competent" performance for required policy theory term paper in PPOL 512 using Learning Outcomes Paper Rubric (80%+ of class). Evaluated by course instructor and graduate program director.

> "Competent" performance for required Policy Response essays in either PPOL 511 of PPOL 512 using Learning Outcomes Policy Response Rubrics (80% of class). Evaluated by course instructor and graduate director.

> Exit survey score of 4 or higher indicating student agreed or strongly agreed that this learning outcome was achieved.

Describe any changes to the benchmark or milestone since the last reporting cycle

NA

Describe the data collection process (e.g., Who is involved? How is the data collected?)

The program coordinator reviews the final grades of the students enrolled in the certificate to confirm they have earned a B or better. Upon certificate completion, students are sent an exit survey asking whether they agree that the learning outcome was achieved.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

NA

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

NA

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

NA

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

NA

Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

2)Apply social science methods and policy analysis to practical problems of government, communities, regions and/or global issues.

Curriculum & Activities: PPOL 511-Public Organizations and Leadership (Term paper and policy response essays); PPOL 512-Public Policy Theory (Term paper and policy response papers); PPOL 521-Understanding Social Research; ECON 539-Public Policy Analysis

Has this assessment method changed since the last reporting cycle?

No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

- > "Competent" performance for required policy theory term paper in PPOL 512 using Learning Outcomes Paper Rubric (80%+ of class). Evaluated by course instructor and graduate program director.
- > "Competent" performance for required Policy Response essays in either PPOL 511 of PPOL 512 using Learning Outcomes Policy Response Rubrics (80% of class). Evaluated by course instructor and graduate director.
- > Exit survey score of 4 or higher indicating student agreed or strongly agreed that this learning outcome was achieved.

Describe any changes to the benchmark or milestone since the last reporting cycle

NA

Describe the data collection process (e.g., Who is involved? How is the data collected?)

The program coordinator reviews the final grades of the students enrolled in the certificate to confirm they have earned a B or better. Upon certificate completion, students are sent an exit survey asking whether they agree that the learning outcome was achieved.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

NA

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

NA

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

NA

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

NA

Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. How do students demonstrate their attainment of the learning outcome? How is their learning evaluated? At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

3) Conduct citing sources and using human subjects ethically.

Curriculum & Activities: PPOL 507-Professional Development Seminar; PPOL 511-Public Organizations and Leadership (Term paper and policy response papers); PPOL 512-Public Policy Theory Term paper and policy response papers); PPOL 521-Understanding Social Research; PPOL 554-Public Policy Through a DEI Lens; completion of CITI Human Subjects Training

Has this assessment method changed since the last reporting cycle?

No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

- > "Competent" performance for required policy theory term paper in PPOL 512 using Learning Outcomes Paper Rubric (80%+ of class). Evaluated by course instructor and graduate program director.
- > "Competent" performance for required Policy Response essays in either PPOL 511 of PPOL 512 using Learning Outcomes Policy Response Rubrics (80% of class). Evaluated by course instructor and graduate director.
- > Passing score for the CITI Human Subjects training in PPOL 507.
- > Exit survey score of 4 or higher indicating student agreed or strongly agreed that this learning outcome was achieved.

Describe any changes to the benchmark or milestone since the last reporting cycle

NA

Describe the data collection process (e.g., Who is involved? How is the data collected?)

The program coordinator reviews the final grades of the students enrolled in the certificate to confirm they have earned a B or better. Upon certificate completion, students are sent an exit survey asking whether they agree that the learning outcome was achieved.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

NA

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

NA

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

NA

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, indicate the year you will revisit this outcome

NA

Process

Describe the process the program used to reflect on the outcome data

NA

Were there any challenges or concerns?

NA

How are the results of your assessment effort related to strategic planning and overall program review?

NA

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

No

Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year

NA

Information for the Catalog

How many total credits are required for completion of this program?

18

Catalog Description (this will display on the Overview tab in the Catalog)

The Graduate Certificate in Public Policy Analysis helps students develop the skills and knowledge necessary to analyze and understand public policy within Oregon and other public organizations. This interdisciplinary program draws on Sociology, Economics, Political Science, and Public Policy to provide students with a well-rounded perspective on policy decision-making. In addition to being a stand-alone program, the certificate courses are also required for the Master of Public Policy (MPP) and Executive MPP programs. Students who pursue the MPP program can apply their certificate courses toward the MPP degree.

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

Code	Title	Credits
Required Core		
ECON 539	PUBLIC POLICY ANALYSIS	4
PPOL 507	SEMINAR	1
PPOL 511	PUBLIC ORGANIZATIONS AND LEADERSHIP	4
PPOL 512	PUBLIC POLICY THEORY	4
PPOL 521	UNDERSTANDING SOCIAL RESEARCH	4
PPOL 554	PUBLIC POLICY THROUGH THE LENS OF DIVERSITY, EQUITY, AND INCLUSION	1
Total Credits		18

Letters of Support

External Letters of Support

external letter of support.pdf

Accessibility Form

Accessibility Guidelines

I have reviewed the listed documents

Faculty Guidelines

I have reviewed the listed documents

Information Technology Guidelines

I have reviewed the listed documents

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Library Evaluation

Will this program require the creation of new courses?

No

Faculty CVs

I will provide individual CVs if requested by Faculty Senate Curriculum Council

Acknowledge

Enter faculty below: (click the green plus button to add faculty members)

Faculty Name	Academic Home	Highest Degree	Position Title	Area of Expertise/ Interest	Role Within Program
Scott Aikins	School of Public Policy	PhD	Professor	Law, Crime & Policy	Core Course; Law, Crime & Policy Concentration Advisor; Admissions Committee
David Bernell	School of Public Policy	PhD	Associate Professor	Energy Policy	Core Course; Energy Policy Concentration Advisor; Admissions Committee; Political Science Program Coordinator
Catherine Bolzendahl	School of Public Policy	PhD	School Director	Sociology	School Director
Ed Weber	School of Public Policy	PhD	Ulysses Dubach Professor	Political Science	Core Course
Todd Pugatch	School of Public Policy	PhD	Associate Professor and Associate Director - Economics	Economics	Core Course; Economics Program Coordinator
Mark Edwards	School of Public Policy	PhD	Professor of Sociology and Director of Oregon State University Policy Analysis Laboratory (OPAL)	Sociology	Core Course; Rural Policy Concentration Advisor; Admissions Committee
Patrick Emerson	School of Public Policy	PhD	Professor	Economics	Core Course; Admissions Committee

Budget Information

Budget Worksheet and Narrative

Budget Narrative Public Policy Analysis.docx
osubudget_worksheet_Public_Policy_Analysis.xlsx

Reviewer Comments

Janice Nave-Abele (Curriculum Management, Curriculum Coordinator) (janice.nave-abele) (Thu, 02 Feb 2023 19:02:03 GMT):
Rollback: Returned to originator for edits.

Kathryn Howard (Ecampus, Program Intake Coordinator) (kathryn.howard) (Tue, 21 Feb 2023 23:58:32 GMT): MOU in place with Ecampus. Pathway for Ecampus students to complete courses is in place. No further concerns.

Catherine Bolzendahl (School of Public Policy, Director) (catherine.bolzendahl) (Wed, 22 Feb 2023 20:46:49 GMT): Support from SPP

Jeff Reimer (Applied Economics, Professor) (jeff.reimer) (Wed, 22 Feb 2023 21:36:02 GMT): No objections.

John Edwards (School of Psychological Science, Professor) (jedwards) (Wed, 22 Feb 2023 22:19:27 GMT): OK with CLA

Tjodie Richardson (Applied Economics, Head Advisor) (tjrichardson) (Wed, 22 Feb 2023 22:49:50 GMT): No objections.

Laurel Kincl (College of Public Health Human Sciences, Associate Dean of Academic Faculty Affairs) (laurel.kincl) (Thu, 23 Feb 2023 00:44:14 GMT): No concerns

Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz) (Thu, 09 Mar 2023 20:28:27 GMT): Rollback: Need to alter two of the graduate learning outcomes. Change the demonstrate outcomes to "Analyze policy to make sense of and work with public policy debates and questions." Need to change the follow outcomes to something like, "Conduct citing sources.....ethically." In addition, do not use course grades as a measure of student learning. They are not direct measures. I am happy to discuss this more with you. Please contact kristin.nagycatz@oregonstate.edu to find a time to meet.

Kristin Nagy Catz (OSU Director of Assessment) (kristin.nagycatz) (Tue, 14 Mar 2023 17:14:57 GMT): Rollback: Left the third learning outcome off the list of learning outcomes.

Frank Chaplen (Biological Ecological Engineering, Associate Professor) (frank.chaplen) (Thu, 23 Mar 2023 16:12:23 GMT): Rollback: Great job on the budgetnarrative. The BFPC needs to have the resource component (E&G and E-campus) added to the budget spreadsheet. The budget narrative is fine.

Frank Chaplen (Biological Ecological Engineering, Associate Professor) (frank.chaplen) (Wed, 19 Apr 2023 00:13:54 GMT): Rollback: Originator should summarize and describe revenue sources for the program in the budget narrative.

Frank Chaplen (Biological Ecological Engineering, Associate Professor) (frank.chaplen) (Fri, 21 Apr 2023 19:26:48 GMT): Rollback: Here it is

Frank Chaplen (Biological Ecological Engineering, Associate Professor) (frank.chaplen) (Fri, 12 May 2023 03:05:24 GMT): Rollback: o The numbers presented in the Budget Narrative do not reconcile with the Budget Spreadsheet. o More specifically, Personnel and OPE on the spreadsheet do not match what is on the narrative. o Where are the funds coming from after the Ecampus grant ends? o E&G funds can be interpreted in a lot of ways.

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