



ACADEMIC PROGRAM PROPOSAL FORM

(Revised: November 2016)

DIRECTIONS: Use this form when proposing a new major or primary field of study, new emphasis (BAS only), or new degree program.

DATE SUBMITTED: January 2018

Date of AAC Approval:

February 28, 2018

INSTITUTION: University of Nevada, Las Vegas

REQUEST TYPE: New Degree
 New Major or Primary Field of Study
 New Emphasis (BAS only)

Date of Board Approval:

DEGREE (i.e. Bachelor of Science): Doctorate of Public Policy (DPP)

MAJOR (i.e. Animal Science):

EMPHASIS (BAS only):

INCLUDED IN LAST NSHE PLANNING REPORT: Yes No

(Website for NSHE Planning Reports: <https://www.nevada.edu/ir/Page.php?p=planning>)

CREDITS TO DEGREE: 51

PROPOSED SEMESTER OF IMPLEMENTATION: Fall 2018

Action requested:

The School of Public Policy and Leadership in the Greenspun College of Urban Affairs seeks approval of a new degree, the Doctorate of Public Policy.

A. Brief description and purpose of proposed program

The proposed degree is a professional doctorate. It is designed for individuals interested in developing skills in policymaking and policy implementation at all levels of government. Its focus is to integrate what is known about the policy process into a set of skills and abilities so individuals can be competent participants in the policy arena.

Course delivery is very structured, with courses offered in a very specific sequence on Friday and Saturdays over six semesters.

B. Statement of degree or program objectives

1. Students will be able to identify and frame problems to be placed on the policy agenda.
2. Students will develop the skills to conduct cost-benefit analyses and to write "fiscal notes."
3. Students will be able to articulate arguments for and against a policy proposal.
4. Students will be able to develop action plans for the implementation of programs.

5. Students will develop a policy/program evaluation plan.

C. Plan for assessment of degree or program objectives

Students will complete a twelve-credit policy proposal project.

A. The project will be completed in phases. Each phase requires a written document that demonstrates competency in a specific objective. For example, the first phase requires a student to identify a problem and to frame the issue using both a narrative and data. Faculty will evaluate each phase and use the evaluations as an assessment tool.

B. In the last semester, students will travel to Washington, D.C. to meet with policy experts and members of Congress (staff) to present their policy analysis proposal. Those presentations will be evaluated by both faculty and policy experts in Washington, D.C. with the presentations serving as a major means of assessing learning outcomes. Students will be evaluated on their abilities to demonstrate the following competencies.

I. Understanding of policy process

A. Problem identification and agenda setting.

B. Alternative solutions and sources for these solutions.

C. Who makes decisions and why/how?

D. The capacity and will to implement policy.

E. What are the different forms of evaluation and why do we use each form?

II. Analytical Skills

A. Using data to aid in defining a problem.

B. Constructing and writing a fiscal note.

C. Cost-benefit and cost-effectiveness analyses.

D. Analyzing policy choices in decision-making.

E. Designing the appropriate evaluation tool.

III. Communication Skills

A. Framing issues so they may be placed on the agenda.

B. Writing policy briefs.

C. Communicating with policy participants (advocates, opponents, and public officials).

D. Developing techniques to communicate data and outcomes.

E. Writing clear and effective policy analyses/program evaluations.

D. Plan for assessment of student learning outcomes and the use of this data for program improvement

The degree program has a very applied focus, with each course module requiring students to demonstrate their knowledge of the course topic and requisite skills through specific activities. As such, faculty will receive immediate feedback on the student learning outcomes.

Faculty will be expected to use their assessment of student work to close the assessment loop and make any necessary modifications in course content and delivery. The very structured nature of the program permits faculty to receive feedback before a course would be offered to another cohort and to make, if necessary, appropriate modifications.

E. Contribution and relationship of program objectives to

i. NSHE Master Plan

The degree is consistent with the System’s emphasis on workforce development and expanding opportunities for diverse populations. Currently, there is no educational program in the state that has a focus on developing professional analytical skills for solving public policy problems, and this degree will close that gap. Moreover, as a professional degree program, it opens up the opportunity for individuals currently working full-time to obtain a doctorate. A professional doctorate provides opportunities for individuals to advance specifically in their careers, as opposed to a Ph.D., which is more focused on scholarly research.

There is evidence that the potential pool of students includes a significant number of minorities. This statement is based on the School’s data on its MPA graduates as shown below:

MPA Graduates by Race/Ethnicity:

Race/Ethnicity	AY 2016	AY2017
White	56%	31%
Black	7	11
Hispanic	7	29
Other	30	29
Total	100% (N= 27)	100% (N=28)

ii. Institutional mission

The degree aligns with the Institution’s mission and commitment to the region and State. For example, the degree has as a major focus on developing talented individuals who will be able to directly address issues confronting the state and its communities. Competencies gained from this degree program will require graduates to identify problems and offer solutions that will enhance the lives of Nevadans. In addition, the degree augments the workforce's capacity to address an ever-changing environment. Finally, the degree should assist the University in its efforts to become a top tier insitution. The research emanating from the students' projects should lead to additional publications, and projects may serve as stimuli for seeking outside funding.

This degree has direct application to the University’s newly created MGM Resorts Public Policy Institute housed in the School of Public Policy and Leadership. Students' final projects will be presented to the leadership of the Insitute as possible topics for study and advocacy by the Insitute.

iii. Campus strategic plan and/or academic master plan

The proposed degree is in the latest updated version of the academic master plan.

iv. Department and college plan

The degree is an essential part of the School’s plan to be engaged in the community and to develop leaders that focus on solving problems that face the community, state, and region. (The School recently transformed its Master’s in Urban Leadership to focus on the community.) The degree will not only provide a more professional workforce to the community, but it will also enable the faculty to become more engaged in the community through working with the students’ policy projects.

v. Other programs in the institution

The DPP is unique in its goals, course offerings, and its instructional design. As such, it has limited ability to contribute to other academic programs. However, students in the program may identify projects in the community that would provide support for non-academic units. For example, a student might look at issues that confront unaccompanied minors seeking to enter the University.

vi. Other related programs in the System

The proposed degree is directly related to the Master of Public Administration, the M.A. in Urban Leadership, and the MGM Resorts Public Policy Institute at UNLV.

F. Evaluation of need for the program

i. Intrinsic academic value of program within the discipline

There are very few professional doctoral programs in public policy in the United States. In the past, degree programs have been designed around acquiring knowledge of theoretical models in a discipline. This degree has as its foundation a well-established heuristic model of the policy process. However, the degree adds a new dimension to understanding the policy process by designing the course content around three competencies: communication, analysis, and policy understanding. Thus, the program may add a significant new approach to understanding and developing skills in the policy process.

ii. Evidence of existing or projected local, state, regional, national and/or international need for program

In section iv below, data on job growth and opportunities shows a strong potential for skilled public sector professionals. In addition, national, state and local government officials have confirmed, in writing, the need for this degree.

One Congressional staffer indicated that it was important to have more people trained in the policy process. A data consultant who works with state agencies thought the emphasis on analytical skills would be a strong suit for the program, while another individual described often sending people out of state to acquire some of the same types of skill-building benefits.

iii. If this or a similar program already exists within the System, what is the justification for this addition

No similar degree exists in the System.

iv. Evidence of employment opportunities for graduates (state and national). Include information on institutional review of the need for the program based on data from the Nevada P-20 Workforce Research Data System (<https://www.nevada.edu/ir/Page.php?p=workforce>), including the supply/demand reports at <http://npwr.nv.gov/reports/student-completion-and-workforce-part-ii/>.

According to data from Workforce Research Data System, a total of 312 individuals are enrolled at UNR and UNLV in public policy and public administration programs, including 136 graduate students. The System also shows an annual need for over 900 individuals in relevant fields. Assuming only 10% of the demand would be relevant to graduates of the program, that would result in 75 positions for a pool of 10-12 graduates a year.

v. Student clientele to be served (Explain how the student clientele is identified)

Clientele are working professionals who have a graduate degree and are now interested in earning a doctorate that will enable them accept new roles and responsibilities with regard to the development, implementation, and evaluation of public policies and programs. Students can be identified from those working in government or that must interact with government institutions. Alumni of the MPA or similar degree programs are a major target group. An interest survey of current public sector employees in the community was conducted.

The UNLV School of Public Policy and Leadership conducted an online survey using Qualtrics Survey Software. A survey link was sent via email to public officials who might be interested in

the new professional doctorate program. The survey remained open for 3 weeks before data was collected and analyzed.

There were 279 respondents to the Doctorate in Public Policy Interest Survey. Of those, 119 (43%) said that they would be interested in a Doctorate of Public Policy degree, while 98 (35%) said that they might be interested. The remaining 62 (22%) of respondents were not interested, and were directed to the end of the survey. Of those students who indicated that they were, or might be interested in a Doctorate in Public Policy, 88 (43%) said they would be interested in being a part of the 2018 cohort. An additional 91 (44%) said they might be interested.

G. Detailed curriculum proposal

i. Representative course of study by year (options, courses to be used with/without modification; new courses to be developed)

Students will enter the program as a cohort. The program is 51 credits, with 26 courses, including twelve credits for a policy analysis project. There are no electives, and students progress through the program in a formal, sequenced fashion. All of the courses will be newly created and developed specifically for this degree. Students will move through the program in the following fashion:

- Semester 1. 5 Credits (two 2-credit courses, and one 1-credit course)
- Semester 2. 10 Credits (four 2 credit courses, and a 2-credit project course)
- Semester 3. 7 Credits (two 2-credit courses, one 1-credit course, and a 2-credit project course)
- Semester 4. 10 Credits (four 2-credit courses, and a 2-credit project course)
- Semester 5. 7 Credits (two 2-credit courses, one 1-credit course, and 2 credit project course)
- Semester 6. 12 Credits (four 2-credit courses, and 4 credits for final elements of Project course)

Below are the courses that will constitute the program:

Proposed Course # Title	Credits
DPP 700: A Framework for Understanding Agenda Setting	2
DPP 701: The Basics for Developing Policy Alternatives	2
DPP 703: Decision-Making in Government	2
DPP 704: Models of Policy Implementation	2
DPP 705: Evaluation: Closing the Loop	2
DPP 710: Problem Identification and Agendas	2
DPP 712: Sources of Policy Alternatives	1
DPP 713: Legislative Decision-Making	2
DPP 714: Necessary Conditions for Policy Implementation	2
DPP 716: Designing the Appropriate Evaluation System	2
DPP 720: Using Data to Define a Problem	2
DPP 722: Criteria Used to Evaluate Alternatives	2
DPP 723: Legislative Requirements: Fiscal Notes	1
DPP 724: How Decision-Makers Think	2
DPP 725: Tracking Policy into Action	2
DPP 730: Framing Issues	2
DPP 731: The Fundamentals of Writing Policy Briefs	1

DPP 733: Building a Persuasive Argument	2
DPP 734: Writing Clear Goals and Objectives	2
DPP 735: Translating Results into Performance	2
DPP 736: Telling the Policy Story	2

Culminating Experience (Conducted during semesters two through six with presentation of Policy Problem and Proposed Solution to officials in Washington during the final semester).

DPP 780: Identifying and Framing the Issue	2
DPP 781: Developing a Policy (with all the elements)	2
DPP 782: Resources and Issues in Implementation	2
DPP 784 Developing an Evaluation Plan	2
DPP 783: Putting it all Together	4

ii. Program entrance requirements

Students must have a master’s degree or its equivalent, and at least one graduate-level course in statistics and/or research methods.

iii. Program completion requirements (credit hours, grade point average; subject matter distribution, preprogram requirements)

The degree requires 51 credits. The 51 credits will be earned through twenty-two 2-credit courses, three 1-credit courses, and one 4-credit course. In lieu of a dissertation, students will complete a 12-credit policy project and must present that project to the faculty and to public officials. The grade point average required for the degree is the one adopted by the Graduate College (3.0 grade point average.)

As noted in section i above, the degree is highly structured and designed to follow a well-established model of public policymaking and to develop competencies in three areas: policy process, policy analysis, and policy communications.

iv. Accreditation consideration (organization (if any) which accredits program, requirements for accreditation, plan for attaining accreditation - include costs and time frame)

There are no discipline accreditation requirements. There is no organization that formally accredits similar degrees. The degree will be submitted to the Northwest Commission on Colleges and Universities for inclusion and approval under UNLV's institutional accreditation.

v. Evidence of approval by appropriate committees of the institution

The Department approved the degree program on February 17, 2017.

The Greenspun College of Urban Affairs’ Curriculum and Program Committee approved the degree on November 6, 2017.

The Graduate College New Programs Committee approved the proposal on November 7, 2017.

H. Readiness to begin program

i. Faculty strengths (specializations, teaching, research, and creative accomplishments)

Currently, the planning process has identified ten tenured or tenure-track faculty to be involved in course offerings and policy projects. Additional faculty members from other units in the College are expected to participate as the degree matures.

All of the faculty members identified have records of teaching and research at the graduate level and working with doctoral students. Moreover, there is a very strong record of faculty integrating disciplinary knowledge to solve community problems. A number of the faculty have testified before legislative committees across the country, and have had grants and contracts with Federal programs and state agencies including agencies in Arizona, Florida, Kentucky, North Carolina, Virginia, and, of course, Nevada.

Three faculty members are full professors (two with history of teaching and conducting research in all areas of the policy process, and the third with specialization in communication); four faculty are associate professors (two with areas of specialization in the policy process, one in economic analysis and including cost-benefit analysis, and the fourth in policy implementation and program evaluation); three current assistant professors are expected to participate (two having a focus on policy evaluation and data analysis, while the third has a focus on public financing of programs).

The plan is to also use subject matter experts (SMEs) who have first-hand experience with policy development and policy adoption. These SMEs are being hired, not because faculty could not teach a topic, but rather in a belief that using the SMEs will add value to the student learning experience. Moreover, we expect students to gain from networking with the SMEs. Using SMEs allows the program to offer a unique experience for students.

ii. Contribution of new program to department's existing programs (both graduate and undergraduate) and contribution to existing programs throughout the college or university

The proposed degree will add another dimension to the unit's mission and goals and will complement several of the degrees. First, it complements the current Ph.D. in Public Affairs by delineating more clearly the role of that program. The Ph.D. will be seen as a path toward an academic position and as a knowledge-creation degree, while the DPP will focus on knowledge application. The proposed DPP enhances the MPA degree by offering students a career path beyond the MPA. For some individuals, the MPA becomes a degree on the path toward the DPP. Moreover, course content for the DPP may lead to changes in MPA competencies and curriculum. The DPP is likely to have a similar contribution to the Master's in Urban Leadership.

iii. Completed prior planning for the development of the program (recent hires, plans for future hires, securing of space, curricular changes, and reallocation of faculty lines)

The School of Public Policy and Leadership has conducted an analysis of resource requirements for this proposed degree.

The School is proposing to reallocate faculty time for ten faculty members with some faculty spending as little as 8% of their time (one course every two years) to as much as 50% of their time teaching and directing projects in this program. In addition, the unit expects to hire eight outside subject matter experts to be instructors in the program.

No new space will be required. The office space for the proposed addition of a new faculty member will come from reallocating space presently used in the School, including office space allocated to retired faculty.

The degree requires all-new courses, the design and approval of which are underway, but cannot be completed until the degree is approved.

iv. Recommendations from prior program review and/or accreditation review teams

NA

- v. **Organizational arrangements that must be made within the institution to accommodate the program**
NA

I. Resource Analysis

- i. **Proposed source of funds (enrollment-generated state funds, reallocation of existing funds, grants, other state funds)**

The degree will primarily rely on existing faculty. In addition, because of the unique structure of the degree and its content, the School believes it should employ SMEs to add significant value to the students' experience.

Funding for the program will come from three sources: existing funds, new student enrollment funds, and funds from differential tuition.

- ii. **Each new program approved must be reviewed for adequate full-time equivalent (FTE) to support the program in the fifth year. Indicate if enrollments represent 1) students formally admitted to the program, 2) declared majors in the program, or 3) course enrollments in the program.**

- a. **(1) Full-time equivalent (FTE) enrollment in the Fall semester of the first, third, and fifth year.**

1st Fall semester 5.8

3rd Fall semester 17.5

5th Fall semester 17.5

- (2) Explain the methodology/assumptions used in determining projected FTE figures.**

The first assumption used is that every student admitted to the degree program will comply with the course sequencing. Students cannot complete the degree without following the sequence of courses.

Students, after the first semester, will also enroll in the independent policy analysis project course (with 12 credits earned over four semesters).

As noted above, the projected FTE assumes some loss of students in semesters three, four, or five.

FTE for this program is computed using 12 not 9 (traditional Ph.D.) as the denominator. Twelve is the number used for Professional doctorates.

- b. **(1) Unduplicated headcount in the Fall semester of the first, third, and fifth year.**

1st Fall semester 14

3rd Fall semester 34

5th Fall semester 34

(2) Explain the methodology/assumptions used in determining projected headcount figures.

The first assumption is that a cohort starts and is capped at fourteen students. Second, after the first year, the assumption is that three students will choose not to continue in the program. A third assumption is that over time two additional students will decide to not continue in the program. The final assumption is that all of the remaining students in the program will graduate.

Thus, in the third year there will be 14 students in the third cohort, 11 in the second cohort and 9 in the first cohort. This, also holds true for the 5th fall semester.

iii. Budget Projections – Complete and attach the Five-Year Budget Projection Table.

Attached.

J. Facilities and equipment required

i. Existing facilities: type of space required, number of assignable square feet, space utilization assumptions, special requirements, modifications, effect on present programs

The unit has conducted an analysis of space needs and believes that the current resources are sufficient. In addition, since all courses will be taught on Friday nights and Saturdays, existing classroom space should be sufficient.

ii. Additional facilities required: number of assignable square feet, description of space required, special requirements, time sequence assumed for securing required space

None.

iii. Existing and additional equipment required

The only additional equipment needed will be the purchase of tablets for the students. The proposed differential fee revenues will fund purchases of the tablets.

K. Student services required – Plans to provide student services, including advisement, to accommodate the program, including its implications for services to the rest of the student body

As a doctoral program, the services provided to students are largely focused on course content and completion. The appropriate faculties will provide those services. A member of the existing faculty will serve as coordinator of the program and communicate regularly with the students. In addition, existing administrative staff of the School of Public Policy and Leadership will provide assistance with admissions materials as well as the planned trip to Washington, D.C. Students will interact with the Graduate College as would any other graduate students including admissions, progression, and completion requirements. The Graduate College has indicated that it will be able to provide the necessary resources to the students in this program.

L. Consultant Reports – If a consultant was hired to assist in the development of the program, please complete subsections A through C. A copy of the consultant's final report must be on record at the requesting institution.

i. Names, qualifications and affiliations of consultant(s) used

No consultants were hired to assist in developing this degree. The School has faculty with an expertise in policy analysis and professional degree programs.

ii. Consultant's summary comments and recommendations

NA

iii. Summary of proposer's response to consultants

NA

M. Articulation Agreements

i. Articulation agreements were successfully completed with the following NSHE institutions. (Attach copies of agreements)

NA

ii. Articulation agreements have not yet been established with the following NSHE institutions. (Indicate status)

NA

iii. Articulation agreements are not applicable for the following institutions. (Indicate reasons)

NA

N. Summary Statement

The creation of the Doctor of Public Policy (DPP) program is an important undertaking for the School of Public Policy and Leadership. The primary advantage of this program will be to prepare graduates for relevant employment in both public and private sector organizations. This will greatly broaden the prospects of our graduates. The program combines rigorous coursework, interaction with high-performing scholars and practitioners, and real-world skills application to help students propose solutions to the persistent problems for the communities they serve.

The Doctor of Public Policy (DPP) program will provide exceptional students with advanced graduate training in public policy analysis which will prepare them for positions in private corporations, nonprofit organizations, government agencies, and at research organizations. Students will be trained to conduct policy analysis research, help shape and execute public policy, and inform the next generation of decision-makers and practitioners. In short, the DPP program will produce policy research that empowers public policy practitioners to make informed decisions.

This program is geared for individuals who are working full-time and cannot easily come to campus. The program is principally completed through weekend coursework. The courses will give the students fundamental analytical skills that will enable them to be agile in their thinking about innovative solutions to the challenges and opportunities faced by policymakers. The curriculum's unique design allows the program to be flexible for working students and nimble enough to adapt curriculum to the changing nature of public policy.

The program is designed to appeal to students who see themselves as deeply committed to the study and improvement of public policy. The goal is for DPP students to bring the most rigorous tools of public policy analysis to bear on critical policy questions and solutions facing our community, state, and nation.

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

Program Resource Requirements. Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first, third and fifth fiscal years of the program. Include reallocation of existing personnel and resources and anticipated or requested new resources. Third and fifth year estimates should be in dollars adjusted for inflation. If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies). Note: This form reflects the NWCCU's Substantive Change Budget Worksheet as of 8/28/17.

College/University: University of Nevada, Las Vegas			Program: Doctorate of Public Policy				
I. PLANNED STUDENT ENROLLMENT							
		FY 1: 2019		FY 3: 2021		FY 5: 2023	
		FTE	Headcount	FTE	Headcount	FTE	Headcount
A.	New enrollments to the Institution	5.8	14	17.5	34	17.5	34
B.	Enrollments from Existing Programs	0	0	0	0	0	0
II. REVENUE							
		FY 1: FY 2019		FY 3: FY2021		FY 5: FY 2023	
		On-going	One-time	On-going	One-time	On-going	One-time
1.	New Appropriated Funding Request	\$0	\$0	\$0	\$0	\$0	\$0
2.	Institution Funds	\$85,659		\$77,499		\$113,427	
3.	Federal (e.g. grant, appropriation)						
4.	New Tuition Revenues from Increased Enrollments	\$56,546		\$152,934		\$152,934	
5.	Student Fees	\$12,624		\$30,997		\$30,997	
6.	Other (Differential Tuition-.15 for Financial Aid)	\$40,162		\$108,630		\$108,630	
Total Revenue		\$194,991	\$0	\$370,060	\$0	\$405,988	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

III. EXPENDITURES		FY 1: FY 2019		FY 3: FY 2021		FY 5: FY 2023	
		On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs							
1. FTE (Total FTE for all personnel types)		1.30	0.00	3.63	0.00	3.87	0.00
	Faculty	1.15		2.23		2.47	
	Adjunct Faculty						
	Grad Assts						
	Research Personnel						
	Directors/Administrators						
	Administrative Support Personnel	0.15		0.15		0.15	
	Other: Subject matter experts	0.00		1.25		1.25	
Expenditures for personnel type below must reflect FTE levels in Section A.1.							
2. Faculty		\$137,714		\$220,629		\$248,168	
3. Adjunct Faculty							
4. Graduate Assistants							
5. Research Personnel							
6. Directors/Administrators							
7. Administrative Support Personnel		\$9,240		\$9,471		\$9,660	
8. Fringe Benefits		\$37,137		\$62,760 \$50,000		\$70,260	
9. Other: Subject matter experts						\$50,000	
	Total Personnel Costs	\$184,091	\$0	\$342,860	\$0	\$378,088	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

	FY 1: FY 2019		FY 3: FY 2021		FY 5: FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures						
1. Travel			\$16,000		\$16,700	
2. Professional Services						
3. Other Services: Computer License	\$200		\$300		\$300	
4. Communications						
5. Materials and Supplies	\$1,500		\$1,700		\$1,700	
6. Rentals						
7. Marketing materials and Advertising	\$200		\$200		\$200	
8. Miscellaneous						
Total Operating Expenditures	\$1,900	\$0	\$18,200	\$0	\$18,900	\$0

NSHE Academic Program Proposal - Five-Year Program Cost Estimate and Resource Requirements

Enter N/A if the information is not applicable to the program proposal

	FY 1: FY 2019		FY 3: FY 2021		FY 5: FY 2023	
	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay						
1. Library Resources						
2. Equipment	\$9,000		\$9,000		\$9,000	
Total Capital Outlay	\$9,000	\$0	\$9,000	\$0	\$9,000	\$0
TOTAL EXPENDITURES (IIIA + IIIB + IIIC):	\$194,991	\$0	\$370,060	\$0	\$405,988	\$0

Budget Notes (optional):

ITEM G: Assessment Plan

3-Year Academic Assessment Plan Cover Sheet

Assessment plans are due February 16, 2015

Email to: assessment@unlv.edu

Program Information:

Program Assessed	Doctor of Public Policy
Department	School of Public Policy and Leadership
College	Greenspun College of Urban Affairs
Department Chair	Chris Stream
Assessment Coordinator	E. Lee Bemick
Date Submitted	May 11, 2017
Contact Person for This Plan	
Name	E. Lee Bemick
Phone	895-1068
Email	Lee.bemick@unlv.edu

Please address the following items:

- **What are the student learning outcomes? Please provide a numbered list.**
- **Plans must include a curriculum map showing which courses will address which learning outcomes. Examples can be found here: <http://provost.unlv.edu/Assessment/map.html>**
- **Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?**
- **How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)**
- **Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.**
- **Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:**
 - **student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.**
 - **activities requiring originality, critical analysis and expertise.**
 - **the development of extensive knowledge in the field under study.**
- **What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?**

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

Assessment Plan for DPP

The Doctor of Public Policy is a doctoral level professional degree that focuses on students achieving competency and then mastery of five learning outcomes that are developed from an accepted model of public policymaking.

The Student Learning Outcomes (SLO) are:

SLO1: Students should be able to identify and frame problems to be placed on the policy agenda.

SLO2: Students will develop the skills to conduct cost/benefit analysis and to write a fiscal note.

SLO3: Students should be able to articulate arguments for and against a policy proposal.

SLO4: Students should be able to develop action plans for the implementation of programs.

SLO5: Students will demonstrate the knowledge and skills necessary to develop a policy/program evaluation.

Student outcomes will be assessed in three modes. First, each course will have a specific task (competency) that a student must achieve to pass the course. The initial achievement rate for students on a task will serve as the first method of evaluating an SLO. Second, students in their policy proposal research project will be required to synthesize and then apply the material from designated SLO courses to demonstrate overall mastery of a SLO. Third, the final required presentation of their project to decision makers will be evaluated to measure the overall success of students mastery of the learning outcomes.

Please note that the program is designed to start in the spring semester each year. The timeline for measuring a learning outcome will be done in two different time frames. First, because this is a new degree each SLO will be evaluated in the first semester it is being offered. This will allow us to make substantive changes to the courses before the next time they are offered. The faculty development team will assess student achievement on tasks for a course and then provide feedback to the instructor. Thereafter, SLOs will be developed under the following pattern:

SLO1: Every third spring semester.

SLO2: Every third fall semester.

SLO3: Every fourth spring semester.

SLO4: Every fourth fall semester.

SLO5: Every fifth spring semester,

Student cumulative mastery of the program will be assessed in the presentation made in the final semester of the program. After year three of the program, this will occur every year. The assessment, as noted previously, will be shared with the instructors of record. In addition, the assessments will aid the development team in discerning which subject matter experts will continue and which experts and topics need to be modified.

The degree and its final project will demonstrate the Graduate College's requirement for "high level professional practice." SLO2 and SLO5 will demonstrate "critical analysis and expertise." Finally, all five of the SLOs measure "knowledge in the field of study."

Curriculum Map for DPP

Course Requirements	SLO1	SLO2	SLO3	SLO 4	SLO 5
DPP1	x	x	x	x	x
DPP2	x				
DPP3	x				
DPP4	x				
DPP5	x				
DPP6					X
DPP7			x		
DPP8			x		
DPP9		x			
DPP10		x			
DPP11			x		
DPP12			x		
DPP13			X		
DPP14			X		
DPP15			X		
DPP16			X		
DPP17				x	
DPP18				x	
DPP19				x	x
DPP20				x	x
DPP21				x	
DPP22				x	
DPP23					x
DPP24					x
DPP25					x
DPP26					x
Policy Proposal (9 credits over Five Semesters)	Mastery of SLO demonstrated in semester 2	Mastery of SLO demonstrated in semester 3	Mastery of SLO demonstrated in semester 4	Mastery of both SLOs in final semester.	

Assessment plan materials for DPP

Lindsay Couzens <lindsay.couzens@unlv.edu>

To: Emil Bernick <lee.bernick@unlv.edu>

I've had a chance to look at this plan and I think it's great. You have my full approval for the

Best,

Lindsay

Lindsay Couzens, Ph.D.

Assistant Director of Academic Assessment

Office of the Vice Provost for Undergraduate Education, UNLV

4505 S. Maryland Pkwy box 451099

Las Vegas, NV 89154

(702) 895-0407

On Fri, May 12, 2017 at 8:47 AM, Emil Bernick <lee.bernick@unlv.edu> wrote:
[Quoted text hidden]

To: Senior Vice Provost Carl Reiber
Office of the Vice Provost for Academic Affairs

From: Dr. Robert Ulmer
Dean, Greenspun College of Urban Affairs

Subject: Support for the School of Public Policy and Leadership's Doctor of Public Policy and Degree Program (DPP)

Date: May 25, 2017

CC: Dr. Christopher Stream
Director, School of Public Policy & Leadership

It is with great enthusiasm that I submit this letter of support for the School of Public Policy and Leadership's Doctor of Public Policy degree program (DPP). Central to the mission of the Greenspun College of Urban Affairs is developing solutions to improve our communities. The DPP is an applied professional doctoral degree program that supports workforce development in the southern Nevada region. To elaborate, a key goal of the School of Public Policy and Leadership and the Greenspun College of Urban Affairs is to educate policymakers to improve governance structures and policy making throughout the state and country. Our proposed applied professional doctoral degree program will marry both research and practice to educate students most interested in creating equitable, effective, and progressive public policies. Las Vegas and the state will certainly benefit from educated and knowledgeable citizens about how to develop, implement, and evaluate effective public policy. I hope that you will approve this important, timely, and relevant degree program. I fully support this program and believe that it completely supports the mission of the college and university. Please let me know if you have any questions.

Sincerely,



Robert Ulmer,
Dean, Greenspun College of Urban Affairs

RRU:esh