Faculty Name:

Course: PUP 4103 South Florida Urban Laboratory

Academic Unit: Public Policy and Administration Degree Program: Semester Assessed:

|  |  |  |
| --- | --- | --- |
| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | **Assessment Results** |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | Assessment Activity/Artifact: A storyboarding is a way of graphically representing information in consecutive steps that lead to a desired outcome or answer a specific question. By creating the Storyboarding Presentation featuring process tracing findings, students will create a slideshow to advise practitioners as they face increasingly complex and uncertain social dilemmas in local, global, and intercultural contexts.  Students will discover historical problem-solving efforts by public, nonprofit, NGO, and other think-tank institutions and then look for opportunities where a climate of receptivity allows ideas to appeal to policy entrepreneurs.  Evaluation Process:  This learning outcome will be evaluated by means of a rubric that scores on a percentage scale worth up to 100%.  Minimum Criteria for Success:  The minimum criterion for success is a score of 70%.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate knowledge of the history of major urban interrelated problems across local and global contexts. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

|  |  |  |
| --- | --- | --- |
| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | **Assessment Results** |
| **Global Perspective:** Students will be able to conduct a multi- perspective analysis of local, global, international, and intercultural problems. | Assessment Activity/Artifact:  A storyboarding is a way of graphically representing information in consecutive steps that lead to a desired outcome or answer a specific question. By creating the Storyboarding Presentation featuring the PESTLE and SWOT feasibility charts to gain perspective of competing data and perspectives, students will become more effective scientific problem solvers, which will enable them to be better poised to advise practitioners as they face increasingly complex and uncertain social dilemmas in local, global, and intercultural contexts.  PESTLE focuses on how political, economic, social, and technological factors affect the feasibility of a recommendation option. SWOT (Strengths/Weaknesses/Opportunities/Threats) analysis focuses on the surrounding environment of a specific policy or strategy that you are analyzing or proposing. It allows you to identify the internal characteristics of  the policy as either strengths or weaknesses and classify external factors as opportunities or threats.  Evaluation Process: This learning outcome will be evaluated by means of a rubric that scores on a percentage scale worth up to 100%.  Minimum Criteria for Success:  The minimum criterion for success is a score of 70%.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will compare and evaluate policy solutions for South Florida across multiple local and global settings that may be applicable to South Florida. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

|  |  |  |
| --- | --- | --- |
| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | **Assessment Results** |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | Assessment Activity/Artifact:  Writing a policy paper: The major writing assignment for this class is a seven-page policy paper that applies at least two levels of analysis (macro, meso, micro) to the problem and a solution. The students’ goal in this paper is to use the levels of analysis that best explains the historical development of the problem, a feasibility analysis using the PEST matric, a comparative analysis with another global city, and policy recommendations.  Evaluation Process:  This learning outcome will be evaluated by means of a rubric that scores on a percentage scale worth up to 100%.  Minimum Criteria for Success:  The minimum criterion for success is a score of 70%.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will demonstrate a willingness to engage in local, global, and intercultural problem solving by creating policy proposals to help the residents of South Florida address their most pressing shared problems. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |