Department/Program: Urban & Regional Planning/MUP  Date of Report: June ‘13

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Program Accreditation (if any): Planning Accreditation Board

Please refer to expanded instructions for each item. The narrative portion of the report should not exceed four pages. Appendices should be included as part of the report.

1. Overview and Context:
As a result of new accreditation standards adopted by the Planning Accreditation Board, the Urban & Regional Planning department revised its Program Learning Outcomes in Summer 2012 during our annual assessment review. A list of all new PLOs is shown in Appendix A. In addition, a matrix showing how our revised PLOs align with our core MUP curriculum is shown in Appendix B and Appendix C includes our revised assessment schedule for 2012-2017. In order to obtain a baseline report for all PLOs, each PLO (except 1f and 3c) were assessed at least once during the 2012-2013 AY.

2. Use of Prior Assessment/Closing the Loop:
Since we developed all new PLOs at the beginning of this AY, our focus has been on collecting baseline data and ensuring that our assessment procedures are working well.

3. Assessment Data:
A detailed assessment report for all PLOs is shown in Appendix D.

Methodologies/Measures: Our general approach has been to work with each individual instructor assigned to teach a class where assessment data is collected so that the assessment process is clear to all involved and to ensure that measurement tools and the resulting data can be effectively used. Measurement tools vary but tend to include the following: exams geared to the specific PLO and assignments or assignment components focused on the specific PLO. The use of rubrics (particularly for URPB 298B) have been used effectively to tease out student learning directly focused on a particular PLO, however, this approach is not consistently used across all courses. In addition, evidence from this year’s assessment for several PLOs (e.g. PLO 2e, 2f, 3b, 3d, and 3e) indicate that the measurement tools did not produce useful assessment data, so new measurement tools will be implemented in the future.
Data: Data collected in AY 2012-2013 indicate that the vast majority of students achieve the stated PLO. In addition, in several instances, we have multiple assessments of the same PLO over several courses also showing consistent data. Of particular interest was the assessment of PLO 1e, where students were assessed on this PLO multiple times during the same course and evidence suggests that over the course of the semester, student learning on this PLO increased. Ideally, this type of assessment approach could be used for all PLOs, but it should be noted that this approach is time-consuming for instructors.

Evaluation/Reflection: As noted above, and in the detailed assessment report, additional work on developing effective assessment tools is needed. A summer assessment review by department faculty is planned where faculty will work collaboratively to improve assessment processes.

4. Alignment of Course and Program Learning Outcomes:
Please see Appendix B.

5. Recommendations for Student Learning:
Our main effort this year will be to work more closely with individual instructors to share past assessment data and procedures so that not only are assessment procedures improved, but that we have a more consistent approach to using past data to improve future learning. To facilitate this, our department assessment coordinator recently worked with our chair to improve our “Instructor Course Guidelines” which provides course-specific information to each instructor regarding how each courses fits within our overall assessment plan, as well as information about conducting assessment. In addition, our department assessment coordinator will work with each individual faculty member prior to the beginning of the semester to clarify assessment expectations.

6. Plans 2013-14 Academic Year:
As shown in Appendix C, we plan to collect data on all of our PLOs again this coming year, including PLO 1f and 3c which we were unable to collect data for this AY.
Appendix A: MUP Program Learning Outcomes

1. General planning knowledge: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions. Students will be able to:
   a) Describe and explain why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
   b) Describe and explain the behaviors and structures available to bring about sound planning outcomes, as well as the strengths and weaknesses of different ones.
   c) Describe and explain the legal and institutional contexts within which planning occurs.
   d) Describe and explain the growth and development of places over time and across space.
   e) Describe and explain the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.
   f) Describe and explain interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

2. Planning skills: The use and application of knowledge to perform specific tasks required in the practice of planning. Students will be able to:
   a) Assemble and analyze ideas and information from prior practice and scholarship, and from primary and secondary sources.
   b) Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
   c) Collect data, conduct analysis, and use modeling tools for forecasting, policy analysis, and design of projects and plans.
   d) Describe and assess when it is appropriate to use integrative tools for sound plan formulation, adoption, and implementation and enforcement.
   e) Describe and assess when it is appropriate to use different tools for stakeholder involvement, community engagement, and working with diverse communities.
   f) Describe and assess when it is appropriate to use tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum. Students will be able to:
   a) Describe and explain key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
b) Describe and explain the roles of officials, stakeholders, and community members in planned change.

c) Describe and explain natural resource and pollution control factors in planning, as well as how to create sustainable futures.

d) Describe and explain the roles of economic, social, and cultural factors in urban and regional growth and change.

e) Describe and explain equity concerns in planning.