Program Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: Master of Science Urban Planning and Development

Department: School of Social Work

College/School: College of Public Health and Social Justice

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#	Program Learning Outcomes	Assessment Mapping	Assessment Methods	Use of Assessment Data
	What do the program faculty expect all students to know, or be able to do, as a result of completing this program? ■ *Note: These should be measurable, and manageable in number (typically 4-6 are sufficient).*	From what specific courses (or other educational/professional experiences) will artifacts of student learning be analyzed to demonstrate achievement of the outcome? Include courses taught at the Madrid campus and/or online as applicable.	What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? ■ *Note: the majority should provide direct, rather than indirect, evidence of achievement.* Please note if a rubric is used and, if so, include it as an appendix to this plan.	How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact of assessment-informed changes *made in previous years*?
1	Students will demonstrate knowledge of the history, theory, administration, law and politics of planning and apply that knowledge to the problems of planning systems.	UPD 5900: Planning Studio, UPD 5960: Planning Capstone	Direct: Rubric applied to student capstone projects and studio reports. Indirect: Exit survey of students The capstone and studio projects will be reviewed based on the rubric developed for each class.	Assessment data will be evaluated at the first meeting of the program committee each fall. Decisions will be made at that meeting about how to improve student performance. Data will also be used to support accreditation and to acknowledge success in the program.
2	Students will apply analytical techniques and spatial reasoning to planning problems and systems.	UPD 5960: Planning Capstone, UPD 5910 Planning Internship	Direct: Rubric applied to selected student capstone projects Indirect: Review of employer evaluation of interns that is part of UPD 5910. The capstone projects will be reviewed based on the rubric developed the course.	Assessment data will be evaluated at the first meeting of the program committee each fall. Decisions will be made at that meeting about how to improve student performance. Data will also be used to support accreditation and to acknowledge success in the program.

3	Students will analyze ethical implications of planning practice.	UPD 5960: Planning Capstone, UPD 5910: Planning Internship, participation in professional development activities	Direct: Rubric applied to student work Indirect: Review of employer evaluation of interns that is part of UPD 5910, monthly average number of students who attend local APA events, numbers of students who attend state and national conference The capstone, internship, and studio projects will be reviewed based on the rubric developed for each class.	Assessment data will be evaluated at the first meeting of the program committee each fall. Decisions will be made at that meeting about how to improve student performance. Data will also be used to support accreditation and to acknowledge success in the program.
4	Students will employ clear and concise oral and written communication.	UPD 5900: Planning Studio, UPD 5960: Planning Capstone, UPD 5910: Planning Internship	Direct measure of written communication: Rubric of student capstone and studio projects Direct measure of oral communication: Evaluation of grading rubrics for the oral presentations. Indirect: Review of employer evaluation of interns that is part of UPD 5910. The capstone, internship, and studio projects will be reviewed based on the rubrics developed for each class.	Assessment data will be evaluated at the first meeting of the program committee each fall. Decisions will be made at that meeting about how to improve student performance. Data will also be used to support accreditation and to acknowledge success in the program
5	Students will demonstrate culturally competent practice in their engagement with local communities	UPD 5900: Planning Studio, UPD 5910: Planning Internship, UPD 5960: Planning Capstone	Direct: Rubric of student work e.g. internship reflection Indirect: Review of employer evaluation of interns that is part of UPD 5910. Student reflections of the studio projects will be reviewed based on the rubric developed for the class.	Assessment data will be evaluated at the first meeting of the program committee each fall. Decisions will be made at that meeting about how to improve student performance. Data will also be used to support accreditation and to acknowledge success in the program

Additional Questions

1. On what schedule/cycle will faculty assess each of the above-noted program learning outcomes? *(It is <u>not recommended</u> to try to assess every outcome every year.)*

> Program learning outcomes (PLOs) will be assessed in the following cycle: PLOs 1 and 5 in year 1, PLOs 3 and 4 in year 2, and PLO 2 in year 3. The cycle will repeat itself after the third year.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.

> We are a program faculty of one. In the future, the program committee, which consists of affiliated faculty from the School of Social work and planning professionals have reviewed and provided input into the plan.

3. On what schedule/cycle will faculty review and, if needed, modify this assessment plan?

> We will assess the artifacts in January and review the assessment plan during the last meeting of the program committee for the academic year. We will discuss needed modifications and implement the following academic year.

PLO 1 Rubric: Students will demonstrate knowledge of history, theory, administration, law and politics of planning & apply that knowledge to the problems of planning systems.

Measure of Learning Outcome	Excels expectations	Above expectations	Meets expectations	Needs improvement
Students will demonstrate their knowledge of planning theories and their application to the problems of planning systems.	Demonstrates clear and specific application of planning theories to the problems of planning systems, documenting how planning theories help us understand the problems of planning systems as evidenced by the planning problem being addressed in the project.	Correctly connects general planning theories to the problems of planning systems as evidenced by the planning problem being addressed in the project	Establishes general connections to planning theories and demonstrates application to problems of planning systems	General application of planning theory to the problems of planning systems can be seen in document
Students will demonstrate an understanding of the history of planning systems and how they inform the problems of planning systems over time.	Demonstrates clear and specific application of historical planning systems to current planning systems, documenting how planning history helps us understand the problems of planning systems as evidenced by the planning problem being addressed in the project.	Correctly connects general historical planning systems to the current planning systems as evidenced by the planning problem being addressed in the project	Establishes general connections to planning history and demonstrates application to problems of planning systems	Only general application of planning history to the problems of planning systems can be seen in document
Students will demonstrate an understanding for how legal and administrative planning frameworks inform the problems of planning systems.	Demonstrates clear and specific application of legal and administrative planning frameworks to the problems of planning systems, documenting how legal and administrative planning frameworks help us address the problems of planning systems as evidenced by the planning problem being addressed in the project.	Correctly connects legal and administrative planning frameworks to the problems of planning systems as evidenced by the planning problem being addressed in the project	Establishes general connections to legal and administrative planning frameworks and demonstrates application to problems of planning systems	Only general application of legal and administrative planning frameworks to the problems of planning systems can be seen in document
Students will demonstrate and understanding for how politics influences the problems of planning systems.	Demonstrates clear and specific knowledge of how politics influences the problems of planning systems, documenting how the politics of specific planning problems have informed planning outcomes, as evidenced by the planning problem being addressed in the project.	Correctly connects general ways in which politics influences the problems of planning systems as evidenced by the planning problem being addressed in the project	Establishes general connections to political influences on planning systems and demonstrates application to problems within those planning systems	Only general discussion of how politics influences the problems of planning systems can be seen in document

PLO 2[1]Rubric: Students will apply analytical techniques and spatial reasoning to planning problems and systems.

Measure of Learning Outcome	Excels expectations	Above expectations	Meets expectations	Needs improvement
Topic Selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Application of analytical techniques to planning problems and systems.	Uses analytical techniques as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses analytical techniques as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses analytical techniques as the basis for standard (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses analytical techniques as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Application of spatial reasoning to planning problems and systems.	Uses spatial reasoning as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses spatial reasoning as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses spatial reasoning as the basis for standard (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses spatial reasoning as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

[1] Adapted from Association of American Colleges and Universities. (2009). *Inquiry and analysis VALUE Rubric.* Retrieved from https://www.aacu.org/value/rubrics/inquiry-analysis

PLO 3 [2] Rubric: Students will analyze ethical implications of planning practice.

Measure of Learning Outcome	Excels expectations	Above expectations	Meets expectations	Needs improvement
Ethical Self-Awareness	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs as they related to the American Institute of Certified Planners (AICP) code of ethics and discussion has greater depth and clarity.	Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs as they relate to the AICP Code of Ethics.	Student states both core beliefs and the origins of the core beliefs as they relate to the AICP Code of Ethics.	Student states their core beliefs but fails to articulates the origins of those core beliefs as they relate to the AICP Code of Ethics but not both.
Understanding Different Ethical Perspectives/Concepts	Student names the specific AICP code(s), can present the gist of said code(s), and accurately explains the details of the code(s) used.	Student can name the major AICP code(s) she/he uses, can present the gist of said code(s), & attempts to explain the details of the code(s) used, but has some inaccuracies.	Student can cite general AICP code of ethics and is only able to present the gist of the named code.	Student makes a general mention of the overall ACIP Code of Ethics. Any mention of how they apply are missing.
Ethical Issue Recognition	Student can recognize ethical issues when presented in a complex, multilayered (gray) context & can recognize cross-relationships among the issues.	Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues.	Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.	Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.
Application of ethical perspectives/concepts	Student can establish clear and specific connections to the AICP Code of Ethics, citing sections and ways the code applies to the planning project. Provides detailed discussion of how ethical situations might be handled in the future.	In addition to a general connection to the AICP Code of Ethics, makes specific connections to elements within the code that apply to the planning problem being analyzed.	Establishes general connections to AICP Code of Ethics and discusses how the Code applies to the planning problem being analyzed.	Makes general reference to AICP Code of Ethics in final document but fails to discuss how ethics apply to the planning problem being analyzed.
Evaluation of Different Ethical Perspectives/Concepts	Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to assumptions & implications of different ethical perspectives/ concepts based on the AICP Code of Ethics, & the student's defense is adequate & effective.	Student states a position and can state the objections to, assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts based on the AICP Code of Ethics, but the student's response is inadequate.	Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts based on the AICP Code of Ethics but does not respond to them.	Student states a position that is loosely based on the AICP Code of Ethics but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

[2] Adapted from Association of American Colleges and Universities. (2009). *Ethical Reasoning VALUE Rubric.* Retrieved from https://www.aacu.org/ethical-reasoning-value-rubric

PLO 4[3] Rubric: Students will employ clear and concise oral and written communication.

Measure of Learning Outcome	Excels expectations	Above expectations	Meets expectations	Needs improvement
Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development covers	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work but not consistently.
Genre and Disciplinary Conventions	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

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[3] Adapted from Association of American Colleges and Universities. (2009). *Written Communication VALUE Rubric.* Retrieved from https://www.aacu.org/value/rubrics/written-communication

PLO 5[4] Rubric: Students will demonstrate culturally competent practice in their engagement with local communities

Measure of Learning Outcome	Excels expectations	Above expectations	Meets expectations	Needs improvement
Cultural Self-Awareness	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Knowledge of cultural worldview frameworks	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
Verbal and nonverbal communication	Articulates a complex understanding of cultural differences in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and participates in cultural differences in verbal and nonverbal communication and begins to negotiate a shared understanding based on those differences.	Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding.	Has a minimal level of understanding of cultural differences in verbal and nonverbal communication; is unable to negotiate a shared understanding.
Attitudes	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks simple or surface questions about other cultures.	States minimal interest in learning more about other cultures.

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[4]Adapted from Association of American Colleges and Universities. (2009). *Intercultural Knowledge and Competence VALUE Rubric.* Retrieved from
https://www.aacu.org/value/rubrics/intercultural-knowledge