SAINT LOUIS UNIVERSITY.

Program Assessment Plan

Program: Post-Baccalaureate Certificate in Planning and the Built Environment

Department: Urban Planning and Development

College/School: School of Social Work

Date: October 11, 2021

Primary Assessment Contact: Sarah L. Coffin, PhD, AICP – Program Director

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Program Learning Outcomes 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).*	Assessment Mapping 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.	Assessment Methods 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.	Use of Assessment Data 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	1. Students will demonstrate general planning knowledge and apply that knowledge to the problems of planning systems.	**UPD 5000: Planning Foundations**	**Direct Measures: Rubric applied to student class projects** **Indirect Measures: Survey of students** **The class 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.**
2	Students will analyze ethical implications of planning practice.	**UPD 5000: Foundations of Planning** **UPD 5900: Planning and Development**	**Studio, participation in professional development activities** **Direct Measures: Rubric applied to student work** **Indirect Measures: Monthly average number of students who attend local APA events, numbers of students who attend state and national conference** **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**

3	Students will demonstrate culturally competent practice in their engagement with local communities	**UPD 5900: Planning and Development Studio**	**Direct Measures: Rubric of student work** e.g. studio reflection **Indirect Measures: 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 acc**reditation 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 not recommended to try to assess every outcome every year.)*

> PLO 1 – Year 1
>
> PLO 2 – Year 2
>
> PLO 3 – Year 3

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

> We are a program faculty of two. We plan to organize a the program committee, to consist of affiliated faculty and planning professionals. The plan was reviewed by affiliated faculty and planning professionals from the field who all 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.

Learning Outcome	Excels Expectations	Exceeds Expectations	Above Expectations	Benchmark
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	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	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	General discussion of how politics influences the problems of planning systems can be seen in document

PLO 2[1]: Students will analyze ethical implications of planning practice.

Learning Outcome	Excels Expectations	Exceeds Expectations	Above Expectations	Benchmark
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 either their core beliefs or articulates the origins of the 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 only names the major AICP.
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 reference to AICP Code of Ethics in final document and discusses 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 and implications of different ethical perspectives/concepts based on the AICP Code of Ethics, and the student's defense is adequate and 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 based on the AICP Code of Ethics but cannot state the objections to and assumptions and limitations of the different perspectives/concepts.

---

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

PLO 3[2]: Students will demonstrate culturally competent practice in their engagement with local communities

Learning Outcome	Excels Expectations	Exceeds Expectations	Above Expectations	Benchmark
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.

---

[2]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