PLANNING PROGRAM
STUDENT LEARNING OUTCOMES 102: LET’S WRITE AND MEASURE SOME

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SIDDHARTHA SEN, MORGAN STATE
2017 ADMINISTRATOR’S CONFERENCE
Required Elements in a Student Learning Assessment Plan

Four things

1. Set of **program-level student learning outcomes** and levels of performance

2. **Curriculum map** that links course-level learning outcomes to program-level outcomes
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3. List of measures/evidence to be collected and how

4. Schedule for collecting evidence and using the results to improve student learning
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Student Learning Outcomes

Specific items that the program expects students to develop, learn, or master during their degree completion process:

- knowledge,
- practical skills,
- areas of professional development,
- attitudes,
- higher-order thinking skills, etc.

Suskie, 2004
Context for Your Program

- **Resources available** - faculty, financial
- **Institutional goals/mission**
- **Specialized Accreditation requirements**
- **Curriculum**
  - Required/elective
  - Pre-requisites
- **Strategic contributions to institution**
- **Job/career needs and expectations**
Program-Level Student Learning Outcomes

- What do you want students to **know** at the end of the program AND

- What do you want students **to be able to do** at the end of the program?
Three Major Characteristics

They specify an action:

- by the students that is **observable**
- by the students that is **measurable**
- that is done by the **students** (rather than the faculty member)
Student Learning Outcomes – Program-Level

Let’s Practice...

“Graduates of the Program will {action verb} {something}.”
List three things graduates of this program would need to know by the time they graduate.

1.
2.
3.
Student Learning Outcomes – Program-Level

For each of these things, write down a verb that would describe the action a student would need to take to be able to demonstrate that knowledge.

1. 
2. 
3. 

{USE BLOOM’s TAXONOMY}
Student Learning Outcomes – Program-Level

USE BLOOM’s TAXONOMY

Action Verbs

Higher-Order Thinking
Student Learning Outcomes – Program-Level

List three **skills** you would expect a graduate of this program to demonstrate

1. 
2. 
3.
Student Learning Outcomes – Program-Level

- List an action a student would need to take to be able to demonstrate each of the three skills – use action verbs

  1.

  2.

  3.
Let’s look at an example:

- Morgan State University City and Regional Planning Program

{Dr. Sen shows program-level learning outcomes}
Let’s look at an example:

- Morgan State University City and Regional Planning Program
  - Course-level learning outcomes
  - Summarized and organized into clusters
  - Aggregated by Chair into 5-6 program-level outcomes
  - Linked actively to Program mission
Let’s look at an example:

- Morgan State University City and Regional Planning Program
  - Used course-level outcomes to develop sub-outcomes
  - Faculty reviewed and revised
  - Faculty approved
Mission: Our mission is to educate diverse and underrepresented student groups in the planning profession and related fields for careers in public, private, and non-profit sectors. The Department is committed to improving urban communities in Baltimore region and beyond and serves as the leading partner for the University's Morgan Community Mile initiative, to improve the quality of life for neighborhoods in Northeast Baltimore. We also use the greater Baltimore and Washington regions as a laboratory for applied research and student projects.
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2. **Curriculum map** that links course-level learning outcomes to program-level outcomes
Let’s look at an example:

- Morgan State University City and Regional Planning Program
  - Faculty map their course-level outcomes to program-level outcomes on curriculum matrix
    - Covered (“X”)
    - Essential (“X”)
    - Assess within course (“A”)

{Dr. Sen SHOWS Curriculum matrix}
Power of the Curriculum Map

- Scan for efficient assessment opportunities
- Often capstone experiences for program-level assessments
  - Show development of knowledge and skills throughout curriculum
  - If issues at capstone assessment, know where to examine for modifications
## Curriculum Map

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>CREP 501 Principles and Practices of City &amp; Regional Planning</th>
<th>CREP 510 City and Regional Planning Studio</th>
<th>CREP 512 Urban Economics for Planning</th>
<th>CREP 513 History of City &amp; Regional Planning</th>
<th>CREP 520 City &amp; Regional Planning Studio II</th>
<th>CREP 521 Computer and Data Applications for Planners</th>
<th>CREP 522 Land Development Law</th>
<th>CREP 523 Quantitative Analysis and Methods for Planners</th>
<th>CREP 792 Thesis Research &amp; Professional Report Preparation</th>
<th>CREP 794 Professional Project in City and Regional Planning</th>
<th>CREP 799 Thesis Seminar in City and Regional Planning</th>
<th>Employer Survey</th>
</tr>
</thead>
</table>

## Program-Level Student Learning Outcome

1. Demonstrate effective writing, graphic, and communication skills at the level of an entry level practicing planner.

   a) Collect analyze, and interpret, data from a variety of sources including US Census data, archival records & media resources

   b) Create visually compelling graphics for plan analyses, recommendations, and reports.

   c) Illustrate mastery of public speaking and visual and written communications.

   d) Create professional land use maps, and community and neighborhood plans.
4 Identify the key aspects of various planning skills, including research, analysis, facilitation, and consensus building and apply these skills in professional and public settings.

a) Collect and assess the perspectives of diverse stakeholders, and incorporate these perspectives into neighborhood, community, large-scale, and comprehensive plans.

b) Research, analyze, and project demographic and economic trends.

c) Create comprehensive, neighborhood, and community plans and urban development proposals; collaborate with diverse stakeholders in the planning process.

d) Assess the requirements for site selection, zoning, permitting, transportation capacity and other regulatory processes in the creation of land development and reuse plans.

e) Demonstrate an understanding of the financial constraints, mechanisms and feasibility of planning and development projects; assess development projects potential for revenue generation.

f) Demonstrate project management skills in group or client-based projects.

g) Formulate rigorous and empirical methodological strategies to conduct research and investigate urban problems.
4 Identify the key aspects of various planning skills, including research, analysis, facilitation, and consensus building and apply these skills in professional and public settings

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4. Schedule for collecting evidence and using the results to improve student learning
Morgan State Example

- Studio Course I
  - What to measure?
  - How to measure?
  - When to measure?

- Urban Economics for Planning
  - What to measure?
  - How to measure?
  - When to measure?
Studio Course I

What to measure?
- Learning Outcomes 1 a-d

How to measure?
- Rubric for outcomes assessed by “Super Jurors”
- Assess all group projects

When to measure?
- At completion of course in Spring of odd numbered year
Urban Economics for Planning

What to measure?

Student Learning Outcome 2 a-g

How to measure?

Rubric applied to term paper

Random sample of 8 papers reviewed by two faculty members

When to measure?

Spring semester in even numbered years
Rubrics

- Matrix
  - Rows: Definition of outcome
  - Columns: Levels of performance
  - Text descriptions of what a student work at each level of performance
- Example of Written Communication Rubric from VALUE project (http://aacu.org/value)
<table>
<thead>
<tr>
<th>Context of and Purpose for Writing</th>
<th>Well Exceeds Benchmark</th>
<th>Above Benchmark</th>
<th>At Benchmark</th>
<th>Below Benchmark</th>
</tr>
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<tr>
<td>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</td>
<td>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).</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).</td>
</tr>
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| Content Development | 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. |
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For each method of assessment:

- When?
- How much student work?
- Examined by how many people?
Summary of Findings
- Report to Faculty
- Review of findings at retreat
- Met expectations?
  - “No” => plan of action
  - “Yes” => celebrate, put on website, share with stakeholders

Plan of action for change
Morgan State Example

- Studio Course I
  - Rubric used by Jurors
  - All studio projects
  - May, 2017

- Results summarized and presented to faculty at retreat at end of year

- Discussion by faculty with changes determined (if needed)
In Review: Assessment of Student Learning

1. Define Program-Level SLOs
2. Develop Curriculum Map
3. Identify Efficient and Effective Methods of Assessment
4. Schedule for Assessment and Action
Questions?

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NOTE: ACSP DOES NOT ENDORSE MY CONSULTING PRACTICE