OUTCOMES ASSESSMENT

PLANNING ACCREDITATION BOARD REQUIREMENTS

Association of Collegiate Schools of Planning
Administrators Conference
November 16, 2013

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University Accreditation Liaison
Old Dominion University
ACSP Higher Education PAB Appointee
Purpose

- Outcomes Assessment in the context of new PAB Accreditation Standards and Criteria
- Focus on Student Learning and Achievement
- Provide guidance and share ideas
  - To assist program directors in leading program and ultimately the self-study process
  - To assist site visit team members in evaluating self-study report (SSR) and information gathered on-site
Purposes of Outcomes Assessment

**Summative**
- Documents quality - of learning, service or satisfaction
- Most often occurs at the end an interval or service period
- Focus is on after the fact review, with little feedback to the processes which create the outcome

**Formative**
- Serves to improve teaching and learning (or service and satisfaction)
- Often is used while learning is taking place
- Focus on feedback and improvement
What Does PAB Expect Regarding Outcomes Assessment?
Mission → Goals → Objectives

Strategic Plan

Program Assessment

Indicators Associated with Program Objectives

PAB Indicators

Progress
Outcomes Associated With Program Goals and Objectives: **Standard 1**

- Developed in the process described in our Review of Standard 1: Mission and Goals
  - A. Strategic Plan
  - B. Mission Statement
  - C. Program Goals
  - D. Measureable Objectives
Outcomes Associated With Strategic Plan Program Goals and Objectives

important to identify the following

- Measurable objectives
- Specific measures – multiple is ideal
- Gather relevant data
- Analyze results and identify issues to address
- Identify actions and apply to practice

Results and Actions are documented in response to Standard 7 Progress
“The program, or the department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the program’s success in achieving the goals it articulated in its Mission and Strategic Plan. “

Standard 6 Preamble
Standard 6 Assessment Indicators

A. Faculty research and scholarly contributions
B. Student learning and achievement
C. Student retention and graduation rates

D. Outcomes
1. Graduate satisfaction
2. Graduate employment
3. Graduate certification
4. Graduate service to community and profession
5. Other outcome(s) identified by the program
B. STUDENT LEARNING AND ACHIEVEMENT

STUDENT LEARNING OUTCOMES ASSESSMENT
Student Learning Outcomes

B. **Student learning and achievement:** The program shall report clear indicators of student success in learning the [Core Knowledge, Skills, and Values](#) of the profession. Such evidence should clearly identify the [learning outcomes](#) sought and achieved for students at either cohort or year level over the accreditation review period.
From the perspective of the PAB and the public ...

- How do we know that your graduates know what you say they know?
- Providing evidence of student learning outcomes
- Using evidence to improve the program
Planning Student Learning Outcomes

Knowledge

Skills

Values and Ethics

From PAB 2012
Accreditation Standard 4A
Required Knowledge, Skills and Values of the Profession (Standard 4A) “Student Learning Outcomes”

- **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.
  - Purpose and Meaning of Planning
  - Planning Theory
  - Planning Law
  - Human Settlements and History of Planning
  - Global Dimensions of Planning
Required Knowledge, Skills and Values of the Profession (Standard 4A) (continued)

- **Planning Skills**: The use and application of knowledge to perform specific tasks required in the practice of planning.
  - Research
  - Written, Oral and Graphic Communication
  - Quantitative and Qualitative Methods
  - Plan Creation and Implementation
  - Planning Process Methods
  - Leadership
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, including:

- Professional Ethics and Responsibility
- Governance and Participation
- Sustainability and Environmental Quality
- Growth and Development
- Social Justice
How Do Students Attain the Knowledge, Skills and Values of the Profession?

Learning Opportunities Provided in the Curriculum
## Curriculum Map

### Core Courses

<table>
<thead>
<tr>
<th>Required Knowledge, Skills, and Values of the Profession</th>
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Planning Accreditation Board
ASSESSING STUDENT LEARNING OUTCOMES
How do you know your program graduates have attained the knowledge, skills, and values/ethics of the profession?
What is Assessment?

“Assessment is the ongoing process of:

- Establishing clear, measurable expected outcomes of student learning
- Ensuring that students have sufficient opportunities to achieve those outcomes

Linda Suskie
What is Assessment?

“Assessment is the ongoing process of:

• Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.

• Using the resulting information to understand and improve student learning.”

—Linda Suskie
Said a different way, the best way to measure the effectiveness of the curriculum is to measure the performance of its product: the actual knowledge, skills, and values of the students completing it.
Direct Measures of Student Learning

- Tests/Test items
- Portfolios of student work
- Capstone projects
- Rubrics applied to project or paper
- Field supervisor ratings and employer ratings
  - If ratings address knowledge, skills and values
- Scores and pass rates on licensure exam
- Ideally with indicators broken down by individual knowledge, skill and value areas
Indirect Measures of Student Learning

- **Course grades**
  - Do not distinguish which knowledge, skills, values areas achieved – most courses address more than one learning outcome

- **Surveys**
  - Provide opinions and measure satisfaction

- **Student self-ratings**
  - Lack objectivity

- **Alumni satisfaction with learning**
  - Satisfaction is often subjective

- **Honors, awards, and scholarships**
  - Uncertainty in criteria
Course-Embedded Assessments

- Developed and implemented within the context of individual course(s) or projects
- Required courses in the major, capstone courses, thesis, studio, comprehensive exams
- Completion of assessment measures part of course grade or a requirement for graduation
- Structure your student grading process in such a way that it also provides you with outcomes assessment data
Course-Embedded Assessments

- Measures taken near degree completion to document the impact of the curriculum
- Comprehensive – provide a way to capture a range of knowledge, skill, values areas
- Most efficient way to gather assessment data since you will be doing it as the courses are being taught and graded.
The Logic of Outcomes Assessment and Curricular Improvement

- If you were able to distinguish which areas of knowledge, skills, and values that students performed well in and those in which they did not – what is the logical next step?

- Look at the curriculum map and see where students were supposed to learn …. 

- What went wrong? Where?

If you don’t look at performance by expected outcome, you may miss a weakness in the curriculum
Learning Outcomes in Courses

Embeddeds in the courses in your curriculum map are the learning opportunities you provide to your students for each identified outcome:

- URPS 604 – The Planning Process
  - Planning Law (Knowledge)
  - Written, Oral, Graphic Comm (Skills)
  - Quantitative/Qualitative Methods (Skills)
  - Plan Creation and Implementation (Skills)
  - Planning Process Methods (Skills)
  - Governance and Participation (Values/Ethics)
  - Social Justice (Values/Ethics)
Developing Global Measures: Rubric

- **Applicability**
  - Assessing Written Paper or Essay
  - Presentation
  - Portfolio
  - Studio performance – group work and product

- Ability to rate multiple learning outcomes at the same time

- Look at ratings **within** each outcome separately across students
Planning Studio Assignment: A Data Analysis and Conditions Study

- Analyze 2010 census data which are becoming available, creating a usable format for the City and others to identify and communicate conditions, trends, & issues. City and targeted neighborhoods.

- Develop metrics to measure conditions and change in the City in general and the West Side of the City in particular. Relevant characteristics might include: transportation, housing, quality of life (Greenville Forward measures/survey concepts), Health impact assessment (HIA) dimensions, sustainability, visual analyses and possibly other characteristics.
B. Neighborhood Master Plan for Southernside

- A draft plan was initiated several years ago, and the studio will update the information in that plan, conduct public meetings and develop a draft plan that will be used in the broader West Greenville planning process. Existing plans for surrounding areas will be consulted. Data analyses and metrics developed in Element A along with outreach concepts described in Element C may be part of this planning process.
C. Outreach program activities

- A draft plan was initiated several years ago, and the studio will update the information in that plan, conduct public meetings and develop a draft plan that will be used in the broader West Greenville planning process. Existing plans for surrounding areas will be consulted. Data analyses and metrics developed in Element A along with outreach concepts described in Element C may be part of this planning process.
Using a Rubric for Student Grading and Outcomes Assessment
What Does PAB Expect in Terms of Progress?
Standard 7: Progress

The key elements of an outcomes-based assessment plan include making decisions about **programmatic changes** based on analyzing the outcomes data collected, and by connecting the **changes made to long-term objectives**, including those objectives that aim towards excellence.
Standard 7: Progress

A. Progress towards goal attainment: The program shall demonstrate its progress since the last accreditation review in meeting program goals and objectives as measured by performance on the outcomes identified in Standard 6.

Have your reached your goals? What is your evidence?
# Outcomes Assessment Plan

## Goal 1:

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<th>Performance Indicator/Measurement Tool</th>
<th>Program Benchmark</th>
<th>Timeframe</th>
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Standard 7: Progress

B. Programmatic changes: The program shall document programmatic changes recently completed or currently underway to advance the outcomes identified in Standard 6.

C. Strategic issues for the next 5-7 years: The program shall identify the critical steps needed to advance its goals and progress during the next reaccreditation period.
Standard 7: Progress

D. Public Information: The program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. Information shall include, but not be limited to:

1. student achievement as determined by the program;
2. the cost (tuition and fees) for a full-time student for one academic year;
3. student retention and graduation rates, including the number of degrees produced each year, the percentage of master’s students graduating within 4 years, and/or the percentage of bachelor’s students graduating within 6 years.
Standard 7: Progress

D. Public Information: The program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. Information shall include, but not be limited to:

4. the percentage of master’s graduates who pass the AICP exam within 3 years after graduation and/or the percentage of bachelor’s graduates who pass the AICP exam within 5 years of graduation; and

5. the employment rate of fulltime graduates in a professional planning or planning-related job within 1 year of graduation.
Resources

- PAB Provided:
  - Standards of Accreditation
  - Template for Self-Study Report
  - Outcomes Assessment Manual
  - Site Visit Manual

- Campus-Based – Assessment or Institutional Research Staff

- Peers in Successful Planning Programs
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