

Practitioner Involvement in Student and Programmatic Assessment, compiled September 2016

	Do you involve practitioners in the assessment of student and programmatic learning outcomes?	If so, how are they involved (i.e. employer surveys, focus groups)? How long have you been engaging practitioners in this capacity?	If you use employer or internship surveys, what is your average response rate in a given year?	Do you engage with your local APA Chapter in assessment? If so, how?
1.	Yes	Employer assessment of interns, advisory council review of student work. 20+ yrs	99.9%	Members are invited to review student work in specific classes.
2.	Yes.	<p>We involve practitioners in assessment of student and programmatic outcomes for internship (obviously) and our capstone project course. The clients for the projects complete a survey about the quality of the work--both process quality and product quality.</p> <p>We have also tried to do an employer survey of our graduates a few years after graduation. This assessment has not yet been fully institutionalized. We completed one survey and the amount of work for the quality of feedback did not encourage us to make it a permanent effort.</p> <p>Internship: faculty phone the supervising planner to see how the student performed and if the program needs to improve our preparation of students for this experience. Capstone course: survey</p>	<p>Internship contacts should be 100 percent, with some contacts ending up by email because phone contact was taking too long. The survey of clients in the project course has had a 65 percent response rate. Completed only one round in 2015. 2016 survey will go out soon (we need to give clients time to read and reflect (and use) the student report before surveying them.</p>	Only in the context of the PAB site visit.
3.	yes	<p>a. In our internship courses, we seek supervisor feedback as part of the assessment process. So this is the one place where there is a regular framework for practitioner contribution to assessment at the course level.</p> <p>b. In particular courses with final community projects (Capstone, urban design, food), assessment happens more informally, and is by</p>	I'd say ours was not a big sample size to begin with, so may be about 70%	No.

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		<p>discretion and design of instructor.</p> <p>c. As part of our strategic planning process we asked a couple of assessment questions of employers including those who hire our students (n=9) in fall 2014. (to the effect of: How do our graduates compare in terms of content and skills competencies relative to others? We also asked questions that have implications for curriculum revision/design, although these were not directly related to assessment).</p> <p>d. as part of our strategic planning we also did a focus group of alums/employers and asked a similar question as above.</p> <p>a above: generally by email communication between instructor of record and supervisor b above: comments in a jury, personal or email communication as sought and offered. c above: was a one-time survey d above: was a focus group (one-off, not regular)</p>		
4.	yes	<p>Our primary method of direct assessment of student learning via practitioners involves our internship/professional work experience survey that every student must have completed by their supervisor prior to graduation. In addition, practitioners serve on our department's advisory committee which we consult on a regular basis including seeking advice on the overall performance and preparation of our students for professional planning careers. We also have a full-time practitioner-in-residence in our department who serves a number of roles, including participating in assessment. We have been using</p>	<p>We have a 100% response rate on our internship surveys because they are a requirement for graduation.</p>	<p>We have representatives from our local APA section serving on our advisory board. However, we don't directly seek their involvement in assessment beyond this role. We are, however, open to exploring this opportunity</p>

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		these practices for well over a decade.		
5.	During the preparation of our reaccreditation document, we involved practitioners in a focus group of employers to discuss the level of skill they were expecting from students, the performance of students in aggregate, and suggestions for changes to curriculum (e.g., adding InDesign to computer skills). We also require each internship supervisor/ planning professional, to submit a formal review of each student taking an internship for credit. This report includes what the student did during the designated hour period and how well they performed. The student also submits a report on what they did and attaches some work product. This formal letter of review is required in order for the student to receive their Satisfactory/ Unsatisfactory grade for the course.	As indicated above, one large focus group experience and continuously with each student intern. We also have a Community Advisory Board (CAB) made up of professional planners, who meet once or twice a semester to provide guidance and review of the program on a continuous basis. I believe these practices have been in place since our original accreditation.	100% of our internship supervisors/planning professionals participate in the assessment of students during the designated semester.	We also had a local APA outreach meeting (with alums) that provided feedback on the program for the reaccreditation document. A number of our adjuncts and CAB members are APA members and provide curriculum feedback on an on-going basis. As a result of the reaccreditation review, we plan to increase our interactions with the local APA (e.g., inviting them to a special presentation of resilient communities by our newly hired faculty for CM credits earlier this summer) and also will be including more of the local APA members in classroom experiences on a more formal basis (e.g., our professional planners seminar).
6.	Yes	Most frequently, as jurors on projects. We used internship evaluation forms from our required internships. We also consult practitioners		Yes, partly informally.

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		informally on programmatic issues.		
7.	<p>Yes.</p> <p>We have had practitioners assess our capstone studio projects that develop an overview general plan update and develop details on one element. We have had a seasoned practitioner look at these and provide an assessment.</p> <p>Our capstone and specific-plan scale studio projects are often completed on basis of a modestly paid contract with a host city. The final report and other products (posters power points etc.) are submitted to the city planners who are our staff contacts for the project. An overview is presented by our students in a power point presentation to planning commission and/or city council. These bodies have access to the pdf's of the reports and often times the city will place them on their web sites.</p>	<p>In each studio we do three or four meetings with community as defined by the host city. In fact finding in addition to physical lot by lot surveys interviews with individuals and groups are developed depending on the focus of the studio.</p>	<p>All our upper division and graduate studios get a response from the practitioner client.</p> <p>We have had some 30 years of commitment to this.</p>	<p>No. We have not formally invited the local APA chapter to participate in assessment. It is a small community of planners and we have had various cities involved in our studios the planners there being members of the APA.</p>
8.	<p>Yes, but it's limited at this point. We have formalized the evaluation of our studio</p>	<p>(See above.) Although practitioners have been involved in our annual internal studio competition as judges for many years (at least the past 6 years,</p>	<p>For students receiving credit for an internship, they take an internship course. As part of that course, the</p>	<p>Many of the practitioners noted above who participated as judges for</p>

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	projects at our annual internal studio competition by developing an assessment rubric for use by 3 judges. Two of the judges are program faculty, and one judge is a practitioner. We also involved practitioners in developing the program's strategic plan this past spring.	probably longer), it's only in the last year that we used a more formal assessment rubric. The strategic planning process noted above occurred for the first time this past spring.	instructor asks internship supervisors to complete a simple evaluation form to evaluate the student's performance in the internship. I'm not sure what the response rate is. My guess is that it's very high because it's a requirement for the course.	our internal studio competition or in the strategic planning process are involved in the local APA chapter. Otherwise, we don't formally involve the chapter in assessment.
9.	Not formally, but since they hire our students, we are in regular contact with the practitioner community about our alumni preparedness for the profession to get their input and feedback for course and program development.	We meet with practitioners on a project-oriented basis in one-to-one meetings. For example, we are currently in the process of meeting with over 20 planners who are in executive or management positions to get their feedback on our professional development certificate program and to survey them about the program.	See above	We involve APA in our self-study process.
10.	Not in any formal way. I might point out that internships are not a program requirement, so any such practitioner involvement would be limited to those students who have an internship. This is nearly 100% of our domestic students, but our international students are quite limited in their ability to work as interns.	Our internship coordinator (a faculty member) engages in informal conversations with internship employers to gauge their satisfaction with our student's performance. Again, this is not formal, nor is it documented.	N/A	No, but this is an interesting idea.

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11.	Yes	Survey of planning and community professionals. Sent to mail list of State APA chapter's local section, departmental advisory board members, and departmental mail list. Sent to 930 total, we received 11- responses. We also have department advisory board of professionals. This is an 18-member board which provides guidance and support to our department	2013: response rate was 12 percent	Survey was sent to members of APA local section
12.	Students in the capstone Practicum course are organized as teams, each with a client (usually planning department or community group) and spend a semester undertaking a project for the client. The clients provide feedback on team performance several times during the semester.	By serving as a client for planners they provide both feedback as well as give experience to work demands in the profession.	We undertake alumni surveys every five years to gain feedback on how well our program prepared students for work, and also seek advice on the skills they see as most important for success as a planner.	We engage in many ways with the state chapter but not over assessment
13.	Not presently.		We only get internship reports from current intern employers; we don't conduct surveys.	We are actively engaged with the local APA Chapter, but not in regard to assessment.

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14.	<p>Yes, in the past, while the program was housed in the School of Urban and Public Affairs, the program director and faculty met once a year with the program's advisory board made of high profile local area practitioners. Since the School merger, all boards were sunset. The new Department Chair overseeing the planning program will be tasked with forming a new advisory board.</p> <p>Students enrolled in the internship program are evaluated by their immediate supervisor at the end of the internship.</p>	The advisory board made of 12 practitioners provided oral feedback in the aforementioned meeting regarding graduates and made suggestions and recommendation on programmatic changes.	We do not carry out surveys of employers or internships.	No
15.	Practitioners who are studio instructors and internship sponsors only.	Employer surveys	Near 100% because for the internship to count the employer needs to fill out the assessment.	no
16.	We occasionally involve practitioners (employers of city government, agencies and community-based organizations) in assessment of students learning outcomes.	We conduct employers focus groups; include them in thesis committees, especially when there are applied projects; and in evaluations of students performance in internships.	We haven't conducted employer surveys.	No
17.	Yes.	Focus group. 1-2 years.	NA.	Not specifically.

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18.	We do, but management of the activity has been in flux, with the result that data in recent years has not been reliable. We anticipate getting past these problems soon.	Employer survey. This has taken place for many years, but the methods and questions have changed numerous times.	In recent years, response rate has been poor; below 25%.	We formally involved the local APA chapter during our strategic planning process four years ago. There was an internet survey and APA leaders joined our deliberations.
19.	No	N/a	N/a	N/a
20.	We do not involve practitioners through any sort of formal mechanism. Practitioners are invited to various student presentations where they provide comment on student performance. These presentations are part of what we look at in our outcomes assessment. I would also add that our capstone studio course, which is an important component in our outcomes assessment, is taught by a practitioner.			
21.	Yes, invite members of APA + outside professionals	They attend capstone studio presentations and participate in a poster session for senior projects/theses. They complete an assessment rubric tied to the department's learning outcomes.	Not currently using.	Yes. See above

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22.	No		100%, we do not use a survey. Students are required to have the supervisor's complete an evaluation form of their work in order to receive credit for the work experience.	No
23.	Yes.	Practitioners are involved in employer and alumni surveys of skills needed at graduation to be an effective planner. We also do focus groups with our alumni on interviewing skills and general "preparing for the workforce" training. In addition, they assist in review of our graduate capstone studio courses to see if student deliverables meet professional norms and expectations.	In the last two rounds of surveys (2012 and 2015), we had a targeted selection strategy of alumni (sub-groups of alumni based on years in practice and type of planning work being done) and had over 80% participation both times. I believe in 2007, the response rate was over 90%, though the overall number of respondents was low (n=30 or so).	We have a small state chapter. Historically there is substantial membership overlap between our Board of Visitors, our alumni group and state APA leadership and membership. Given this, the state chapter is involved indirectly. Of note, there is a current effort underway in getting chapter members who are not program alumni to be involved directly in assessment. Last, our skills survey (see #3) is also given to APA membership for general distribution.
24.	While we have not yet executed formal plans to get practitioners involved in assessment, they are highly involved in our pedagogy. We integrate practitioners from various aspects of the discipline into outcomes by			

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	hiring them as instructors for our classes. We may or not be unique in this, but since we're in a major metropolitan area, we have a great deal of access and are able to offer a very practice-oriented degree by virtue of that			
25.	The short answer is no. The longer answer is that in practicums/studios outside professional experts do help provide critiques and feedback to students.	See above	We survey our graduates but do not survey employers or internship places	We have lots of joint programs with our apa chapter and section, but not in this respect.
26.	Seldom	NA	NA	NA
27.	Practitioners sit on final project & thesis committee and are involved in final project and thesis defenses, in which outcomes are assessed. A few practitioners also participated in the program's strategic planning process during which the SLOs were revised.	See above In addition, they serve as clients for the capstone project (but we do not have organized way for them to assess the outcomes)		
28.	Only for internship courses.	Internship supervisors are required to complete a survey. I'm not sure for how long this has been the	100% (it's mandatory).	Informally we have discussions with the two

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		practice.		local sections.
29.	Yes, practitioners are involved in the assessment of both student learning and program outcomes	<p>On the formal level, the Department of has an Advisory Council that consists of alumni, practitioners, retired faculty and other professionals and accomplished experts. The Council meets, at a minimum, once per semester with the department providing strategic direction, innovative advice and dynamic perspectives to guide quality improvement and improve program effectiveness. In addition, the Department has conducted employer surveys intermittently and focus group discussions which occur through our Fall and Spring Homecoming and Symposium. On the informal level, we encourage our Alumni and other professionals to provide any type of feedback that they think would assist in strengthening the department and its programs.</p> <p>Practitioners have been involved in the program assessment and student learning outcomes since the inception of the program 40 years ago, however, the Advisory Council was established approximately 18 years ago.</p>	In any given year, the average response rate has been relatively low....approximately 10 - 15 percent.	A number of the local APA chapter members are often part of the Advisory Council.
30.	Yes.	<p>a) We assemble a jury of practitioners to review posters related to graduating students final Projects. The posters are presented at a public forum involving interaction with community members, area planners, students, and university stakeholders. The jury selects an overall best poster and the student of that poster is recognized with an award at graduation.</p> <p>b) We require letters of assessment from planners/supervisors regarding completion of our internship requirement. The assessment includes</p>	We get 100% response to these requests, which are directed solely at the supervisor of the internship.	Members of the local APA chapter participate as jurors for the poster competition.

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		review of activities accomplished and feedback on overall performance.		
31.	Yes	Currently they are involved in a Super Jury. This is an event where students present their semester's work and get feedback from professionals. We use standardized forms for assessment in addition to verbal feedback. We initiated this about seven years ago.		APA members are invited to the super jury.