

PAB Site Visitor Training

Planning Accreditation Board
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Introductions

- Name
- University/Organization
- Where located

Outline for Today

- Role of Site Visitors
- Outcomes Assessment
- Making Judgments on Standards
- Skills and Dispositions of Site Visitors



Site Visitor Training

Module A:
Accreditation
Purpose and
Process

Module B:
PAB
Accreditation
Standards

Today:

- Outcomes
Assessment Basics
- Making
Judgments on
Standards
- Skills and
Dispositions of Site
Visitors

Purpose of Today's Session

You are **knowledgeable** when you go on Site Visits (new standards, outcomes assessment)

You can make and defend your **assessments** of compliance with criteria

You are **prepared** for some of the challenges during Site Visits

You **create a community** of Visitors for support, PAB staff for questions, and colleagues for conversation

Role of Site Visitors



How do you accomplish these roles?

Interviews with key individuals and groups

- Program Administrator, Dean, Provost, faculty, staff
- Students, alumni, employers, local APA leadership
- Probing
- Corroborating information

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How do you accomplish these roles?

Observations on site
of facilities,
relationships among
people

Identify
issues/concerns/are
as for improvement

Recognize strengths
of Program

Behave with
integrity; collaborate
with team members;
be fair, objective,
and consistent



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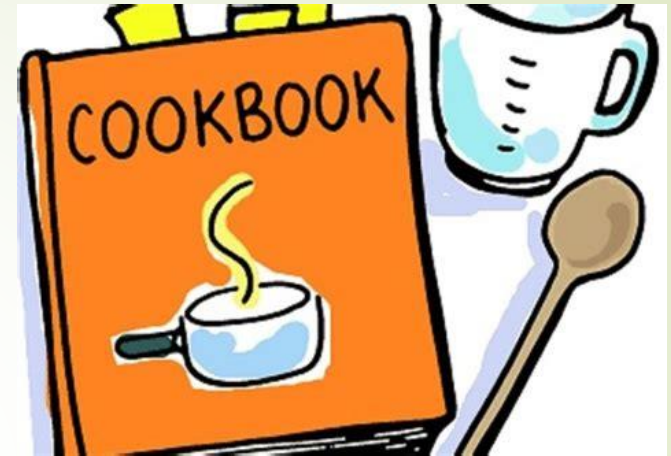
Outcomes Assessment

What is “Outcomes Assessment?”

- What outcomes are you intending to achieve?
- What opportunities/constraints might you have?
- How do you achieve your outcomes?
- What did you achieve?
- What could you do better?

An Analogy...

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Gourmet Meal

What is “Outcomes Assessment?”

- What outcomes are you intending to achieve? [Meal]
- What opportunities/constraints might you have? [Ingredients, time, etc.]
- How do you achieve your outcomes? [Recipe]
- What did you achieve? [Flavor, quality, etc.]
- What could you do better? [Different recipe; follow recipe; better ingredients]

What is “Outcomes Assessment?”

- ▶ What outcomes are you intending to achieve? [Student Learning Outcomes]
- ▶ What opportunities/constraints might you have? [Faculty, space, resources, teaching abilities, quality of students, etc.]
- ▶ How do you achieve your outcomes? [Curriculum, faculty expertise, teaching effectiveness, etc.]
- ▶ What did you achieve? [Student learning, achievement, career success]
- ▶ What could you do better? [Revise courses, curricular adjustments, better activities for students, etc.]

Outcomes Assessment in Accreditation

Two sets of assessments

- Students learning what they will need for planning practice?

Compliance with PAB Standards?

- Strategic Planning? **Program Improving?**

Why assess program improvement and student learning outcomes?

- Monitor the progress of **programs** in meeting their strategic goals (productivity, quality, contribution to profession and knowledge, service to community, etc.)
- Identify the **learning of students** (knowledge, skills, experience, predispositions/values, etc.)
- Make continuous **adjustments and improvements** to both

Site Visitor Roles and Responsibilities (1)

- Understand distinction between program improvement/ strategic planning and student learning outcomes in Standard 1
- Evaluate efficacy of program goals and learning outcomes in the context of the program's mission

Site Visitor Roles and Responsibilities (2)

- Examine outcomes identified (realistic, mission-based, address PAB criteria)
- Review *assessment plans* for program goals and student learning outcomes (measures, data, analysis, feedback – what, how, when)
- Examine ways to *measure outcomes* (improvement and learning)
- Identify how the program has *used OR intends to use results*

Strategic Planning and Program Improvement

Standards 1.A; 1.B; 1.C; 1.E

PAB Standard 1: **Strategic Planning and Progress**

- A. Prior Strategic Plan and Accreditation Review
- B. Current Strategic Plan
- C. Programmatic Assessment
- D. Student Learning Outcomes Assessment
- E. Strategic Issues for the Next 5-7 years
- F. Public Information



Plan and Improve

Past Strategic Plan and Accreditation Review

- Issues → Priorities → Action → Assess → Progress

Current Strategic Plan

- Goals and Measurable Outcomes
- Participatory

Programmatic Assessment

- Work Plan and Assessment Activities
- Benchmarks → Timeframe → Actions → Assess → Revise

Strategic Issues in Next 5-7 Years

Program Strategic Plan

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Program **mission**

- What the program's purpose and reason for being...

2

Program's **vision**

- Aspirational statement about future of program and graduates...

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Program **goals and objectives**

- Measurable
- Work plan

Program Mission -- **typically**

Teaching to achieve student learning and success
(we'll come back to this)

Research/Outreach to inform practice or advance knowledge or understand planning issues better or help students learning research skills

Service/Engagement to contribute to communities or provide opportunities to students for community engagement

Given vision, mission, context, resources, distinctive characteristics...

- What are the program's future goals (strategic, necessary, and aspirational)
- What are the plans to achieve them?
 - Outcomes/objectives
 - Performance indicators/measures
 - Benchmarks
 - Timeframe
 - Personnel and resources



Program Goals – Example

Increase Student Enrollment

- **Current:** 20 students enrolled
- **Aspirational:** 40 in 10 years
- **Realistic:** 30 in 5 years
(planning/action horizon)

Measurable Objectives

Plan with logic:

- Increase number of targeted applications from own institution (applicants → students)
- Expand market area for recruitment (applicants → students)
- Improve retention (Factors affecting retention: Student preparation, financial considerations, fit, culture, etc.)

Plan and Improve

- What are the **benchmarks** for **measurable objectives**?
 - Objective 1: **Double** number of **applicants** from own institution for Fall 2019 entering class
 - Objective 2: Establish **working relationships** in **two** new recruitment areas by Spring, 2020
 - Objective 3: Improve **year-to-year retention rates** for 1st→2nd Year by **5%** by Fall 2020 census

Outcomes Assessment

What are the methods for **evaluating progress** and **making improvements** to your plan

- What evidence do you have to assess the achievement of those goals?
- What are your results?
- Interpret and act – Success? Progress? Revise? Rethink?

Outcomes that MUST be Reported

- Graduate Satisfaction
- Graduate Service to Community and Profession
- Student Retention and Graduation Rates
- Graduate Employment
- Graduate Certification Rates
- Strategic Planning-Related Measures

Update Strategic Plan

What is the **process** by which the strategic plan is revised, refreshed, and disseminated

- New plan in response to poor performance
- Revised plan due to changed circumstances (internal or external)
- Define frequency, approach, responsibility

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Student Learning Outcomes Assessment

Standard 1.D.

Student Learning Outcome Definition and Assessment

- Central to our task as educators
- Changes way we think
 - Student learning is the **Focus**
 - Curriculum, faculty quality, student quality are **Means to the End**

Student Learning Outcomes

Definition: Student learning outcomes clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.

- National Institute for Learning Outcomes Assessment

Student Learning Outcomes

Practitioners: Think about some of your best entry-level planners

Educators: Think about some of your best students over the years

What did they know?

What could they do?

What values (professional, personal) and dispositions did they exhibit?

Student Learning Outcomes for Planning Programs (typically)

Knowledge

Skills

Values/Ethics

Competencies or experience doing

What influences program-level student learning outcomes?

Program/University mission or vision

What graduates are expected to do and where

Current needs and future expectations for professional practice and competence

PAB definitions in Standard 4

Student Learning Outcomes

How do programs plan to achieve those student learning outcomes?

- ▶ Course content and syllabi and assignments
- ▶ Faculty expertise and qualifications
- ▶ Student quality and ability
- ▶ Student activities during program
- ▶ Curriculum content and structure

All are “inputs” designed to achieve a set of student learning “outcomes”

Student Learning Outcomes

- Curriculum, courses, activities provide the **opportunity** to learn....
- But must **demonstrate** that **students** actually **learned**

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

Required Elements in a Student Learning Assessment Plan

Four things

3. Identification of **measures/evidence** to be collected and how
4. Schedule for **collecting evidence and using the results** to improve student learning

Required Elements in a Student Learning Assessment Plan

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

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)

Format of a Student Learning Outcome

Students who have completed this program, will ***{action verb} {something}***

Bloom's Verbs

Student Learning Outcomes

- Defined for Courses in Curriculum (Course-Level)
- **Defined for Overall Program (Program-Level)**

Student Learning Outcomes

- No set number
- Typically 5-7, often with 2-5 subparts
- Examples to follow

SLO Examples

- Develop and refine **individual and professional practices** that support a lifelong career in planning and advocacy
- Apply lessons from **planning history and theory** to the current conditions and challenges of diverse urban settings
- Construct, articulate, and defend a **community-based process of advocacy and change** to achieve a more just, equitable, and sustainable community

Required Elements in a Student Learning Assessment Plan

Four things

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

- Links course-level learning outcomes to program-level learning outcomes
- Identifies where learning outcomes are expected
- Shows you strategies for in-course learning assessment of program-level outcomes

Curriculum Map

Curriculum Map	Course Number and Title	CREP 501 Principles and Practices of City & Regional Planning	CREP 510 City and Regional Planning Studio I	CREP 512 Urban Economics for Planning	CREP 513 History of City & Regional Planning	CREP 520 City & Regional Planning Studio II	CREP 521 Computer and Data Applications for Planners	CREP 522 Land Development Law	CREP 523 Quantitative Analysis and Methods for Planners	CREP 792 Thesis Research & Professional Report Preparation	CREP 794 Professional Project in City and Regional Planning
<p>Program-Level Student Learning Outcome</p>											
<p>2 Apply general planning knowledge of law, economics, demographics, and structure of cities, in the creation and development of plans for sustainable, prosperous, just, and resilient communities and cities across the world.</p>											
<p>a) Locate, read and comprehend academic and professional planning literature and engage in debate about the issues they raise</p>		X		X A		X				X	X A
<p>b) Write an effective analytical academic literature review that demonstrates students' mastery of the field</p>		X		X A						X	X A
<p>c) Apply social, environmental, economic sustainability concepts in the development of plans</p>			X	X A		X A					X A

Required Elements in a Student Learning Assessment Plan

Four things

3. Identification of **measures/evidence** to be collected and how
4. Schedule for **collecting evidence and using the results** to improve student learning

Measuring Student Learning Outcomes

- Measures of learning
- Applied to student work

- Other PAB criteria require an alumni survey (satisfaction with program, employment after graduation, service to profession and community) – Not direct measures of student learning

Two categories of measures

1. Direct (most valid)

- Rubrics applied to project or paper (portfolios of student work, capstone projects)
- Field supervisor ratings and employer ratings (If ratings address knowledge, skills, and values)
- Tests/Test items (correct items, scores and pass rates on licensure exams)

Two categories of measures

2. Indirect (and flawed)

- ▶ Course grades (do not distinguish which knowledge, skills, values areas achieved)
- ▶ Honors, awards, scholarships (uncertainty in criteria applied)
- ▶ Surveys (measure opinions and satisfaction)
- ▶ Student self-ratings (lack objectivity)
- ▶ Alumni satisfaction with learning (satisfaction is often subjective)

Required Elements in a Student Learning Assessment Plan

Four things

3. Identification of **measures/evidence** to be collected and how
4. Schedule for **collecting evidence and using the results** to improve student learning

Measuring Student Learning Outcomes

Valid measures and benchmarks of level of performance



Schedule and method – whom? how often? how many?



Summary of results and discussion



Action required

Student Learning Outcomes

Work of Site Visitors

Are learning outcomes **defined**? Appropriate to Program? Mission?

How are outcomes **measured**?
Appropriate? Valid?

Student Learning Outcomes

Work of Site Visitors

Is there an **assessment plan**?

Is there a feedback loop and **improvement** included? Celebrate? Revise? Rethink?

In Review... *Site Visitors will...*

- Distinguish between:
 - Program Improvement Goals and Outcome Measures
 - Student Learning Outcomes and Measures
- Defend the need for defining and measuring outcomes
- Apply critical eye to ongoing use of assessment results in improvement

Questions and Discussion

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