

SAMPLE RUBRICS

The following rubrics are shared with the permission of the programs as additional resources.

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MURP Portfolio Requirements

Spring 2019 Semester

Objectives of the Portfolio

The portfolio achieves two objectives: (1) it provides students with an opportunity to reflect upon their graduate education and relevant professional planning experiences and (2) it demonstrates attainment of desired learning outcomes. The learning outcomes are based on the Planning Accreditation Board's (PAB's) curriculum standards. Each student taking URP 6979 Planning Project or completing URP 6971 Master's Thesis must prepare a portfolio in order to receive a final grade. While the portfolio itself is not graded, it will be assessed by a committee of SURP faculty to determine the degree to which it demonstrates achievement of the learning outcomes. The committee then makes recommendations for course and curriculum changes to be considered by the entire faculty. In short, your portfolio helps the faculty make improvements to the MURP program by identifying how well you have been able to attain PAB learning objectives over the course of the program.

Format of the Portfolio

Drafts and final documents will be submitted in electronic form on Google Drive in the folders that will be provided for each student. Each student will have a folder that contains folders for each of the five assignments (see Deadlines below) plus a folder for the Appendix, which will contain examples of student work relevant to the learning outcomes (i.e., evidence of achievement of the outcomes). Students should add items to the Appendix folder as they are referred to in each of the assignments.

All drafts (except for the Appendix items) must be submitted in Word form. The final version of the portfolio documents can be in Word or PDF format.

Except for the appendices, all of the materials prepared for the portfolio should have a consistent font and style. Use a modern-looking format similar to one used for this document: a sans serif font (such as Calibri), no indentation of paragraphs, and extra spacing between paragraphs.

Self-Assessments

The learning outcomes are organized into three parts—general planning knowledge, planning skills, and values and ethics—each of which has six subparts. Written self-assessments are required for each subpart of Learning Outcomes #1 and #2 and for three of the six subparts of Learning Outcome #3.

Students may choose the three subparts that they want to address for Learning Outcome #3. The written self-assessments should discuss how well your coursework has enabled you to achieve the outcome and the relevant evidence. Devote at least three paragraphs (a minimum of 500 words) to each subpart of each outcome, including one paragraph that defines the learning objective in your own words, one paragraph that discusses the coursework relevant to that objective, and one paragraph that discusses the relevant evidence included in the appendix of the portfolio. Be specific about the courses that were relevant to each outcome. Refer to courses by their course numbers and name (for example, URP 5958 Planning Abroad) the first time each course is mentioned and then by just the course number.

Evidence

Each self-assessment should refer explicitly to documents provided as evidence that are included in the portfolio. Documents should be referred to by both their title and their location (such as Site Analysis Report, Appendix B). You must explain what the item is (for example, a Site Analysis Report), for which course it was produced (for example, URP 6873 Site Planning), and how it demonstrates achievement of the relevant outcome. Evidence to be included in the portfolio's appendices may include: (1) graded assignments; (2) term or other papers and reports, including reports completed for URP 6920 Planning Workshop and URP 6979 Planning Project; (3) master's theses for students choosing the thesis option; (4) publications, including work completed for an assistantship; (5) work submitted as part of an internship or other employment occurring while enrolled as a student; and (6) any other relevant materials. Students are encouraged to be creative in identifying appropriate evidence, including copies of papers and reports as well as links to videos of presentations, web sites, or other electronic materials. Note that some forms of evidence may be relevant to more than one learning outcome; however, each item should be included in the appendix only once. A maximum of 15 items may be included in the appendix.

Label the evidence Appendix A, B, C, etc. in the order in which each item is first mentioned in the portfolio; hence, the first item of evidence referred to in the discussion of Learning Outcome #1A would be Appendix A. The table of contents should indicate what the appendix contains, such as:

Appendix A: URP 6101 Term Paper

Appendix B: URP 6945 Internship Report

Appendix C: URP 6873 Site Plan Analysis

Learning Outcomes Assessment Rubrics

Students should refer to the rubrics in Appendix II as guides for preparing their self-assessment narratives. Appendix II gives detailed definitions of each learning outcomes (based on the definitions given in the PAB's curriculum standards) and gives guidelines (rubrics) for assessing achievement of the outcomes. It also lists core courses that are intended to cover aspects of each outcome. Note that elective courses are also relevant to the outcomes and should be cited whenever appropriate. For example, students who complete URP 5958 Planning Abroad should cite that course when discussing achievement of Learning Outcome #1F. For another example, URP 6945 Planning Internship is also likely to be relevant to many of the outcomes.

Students must also complete the Learning Outcomes Assessment Form in Appendix III and include it in the portfolio. Faculty assessment committee members will use the same form to complete their assessments. The comments sections on the form can be used to discuss particular strengths or deficiencies.

Deadlines

Students completing URP 6979 Planning Project or URP 6971 Master's Thesis during the Spring 2019 semester should use the following schedule. Students intending to complete a Master's Thesis during the Summer 2019 term or Fall 2019 semester should check with Dr. Bourassa (see contact details below) regarding deadlines.

- February 7: Drafts of autobiographical statement, resume, and self-assessments for Learning Outcome #1 are due
- March 14: Drafts of self-assessments for Learning Outcome #2 are due
- March 29: Drafts of self-assessments for Learning Outcome #3 and personal reflection about your future are due
- April 18: Draft of complete portfolio due, including title page and table of contents
- May 2: Final version of portfolio due, with all evidence from current semester incorporated

Feedback

Dr. Bourassa will provide assistance with preparing the portfolio, including feedback on each draft submission. Students must address the feedback when revising their drafts or else the final version of the portfolio will be sent back for further revision and submission of the final grade for the course will be delayed. Questions about the portfolio should be directed to him at sbourassa@fau.edu or (561) 297-4164.

Appendix I: Portfolio Contents

Title page

Table of contents

Autobiographical statement (about 500 words)

Current resume

Learning Outcome #1 – General planning knowledge: students will demonstrate knowledge of general planning concepts, including understanding of (each item requires a separate written self-assessment):

- A The purpose and meaning of planning
- B Planning theory
- C Planning law
- D Human settlements and the history of planning
- E The future
- F Global dimensions of planning

Learning Outcome #2 – Planning skills: students will demonstrate the skills required to be effective planners, including ability to (each item requires a separate written self-assessment):

- A Undertake research
- B Communicate at a professional level in written, oral, and graphic forms
- C Apply appropriate quantitative and qualitative methods
- D Apply planning methods to create plans and implement them
- E Apply planning procedures for engaging communities and stakeholders
- F Exercise leadership skills

Learning Outcome #3 – Values and ethics: students will demonstrate understanding of (three of the following items require separate written self-assessments):

- A Professional ethics and responsibility
- B Equity, diversity, and social justice
- C Governance and participation
- D Sustainability and environmental quality
- E Growth and development
- F Health and the built environment

Learning outcomes assessment forms (self- and faculty assessments)

Personal reflection about your future (about 1,500 words)

Appendices (evidence of learning outcomes in the form of completed assignments, papers, reports, theses, publications, work submitted as part of an internship or other employment, or other relevant materials; these should be labeled Appendix A, B, C, etc.)

Appendix II: Learning Outcomes Assessment Rubrics

Learning Outcome #1 – General planning knowledge: students will demonstrate knowledge of general planning concepts, including understanding of:

	Relevant core courses	Does not meet the standard (0 to 69%)	Approaches the standard (70 to 79%)	Meets the standard (80 to 89%)	Exceeds the standard (90 to 100%)
A The purpose and meaning of planning (why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have)	URP 6101 URP 6406 URP 6840 URP 6920 URP 6979	Does not demonstrate an understanding of the purpose and meaning of planning	Can explain in simple terms why planning is important	Can articulate why planning is important in various cases and contexts	Demonstrates a well-developed understanding of the purpose and meaning of planning in various contexts
B Planning theory (behaviors and structure available to bring about sound planning outcomes [note that this outcome refers to theories about the planning process, not theories about urban form or other aspects of planning])	URP 6101 URP 6115 URP 6406 URP 6979	May be able to identify one or more planning theories but is unable to apply those concepts to actual planning problems	Can identify multiple planning theories and apply them in very basic ways to actual planning problems	Displays a thorough understanding of key planning theories and can apply them to complex planning problems	Displays a deep and nuanced understanding of key planning theories and can apply them in particularly thoughtful and effective ways to complex and ambiguous planning problems

<p>C Planning law (legal and institutional contexts within which planning occurs)</p>	<p>URP 6115 URP 6131 URP 6873 URP 6920 URP 6979</p>	<p>Cannot articulate any legal principles applicable to planning</p>	<p>Is familiar with some important legal principles but cannot apply them to specific planning problems</p>	<p>Has a thorough familiarity with key components of statutory and constitutional law relevant to planning and can apply that understanding to basic planning issues</p>	<p>Has a thorough familiarity with key components of statutory and constitutional law relevant to planning and can apply that understanding to complex and ambiguous planning issues</p>
<p>D Human settlements and the history of planning (growth and development of places over time and across space)</p>	<p>URP 6101 URP 6406 URP 6840 URP 6920 URP 6979</p>	<p>Conveys little understanding of the causes of human settlement patterns and the history of planning or how these are relevant to the solution of current planning problems</p>	<p>Displays some understanding of the causes of human settlement patterns and the history of planning, but is unclear about how these are relevant to the solution of current planning problems</p>	<p>Displays understanding of the causes of human settlement patterns and the history of planning and how to apply this understanding to the solution of current planning problems</p>	<p>Displays a deep and nuanced understanding of the causes of human settlement patterns and the history of planning and how to apply this understanding to the solution of complex and ambiguous planning problems</p>
<p>E The future (relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future)</p>	<p>URP 6101 URP 6131 URP 6200 URP 6406 URP 6920 URP 6979</p>	<p>Cannot identify methods commonly used by planners to design, analyze, and influence the future</p>	<p>Identifies some methods commonly used by planners to design, analyze, and influence the future, but is uncertain about their application</p>	<p>Understands methods commonly used by planners to design, analyze, and influence the future and how to apply them in practice</p>	<p>Has a thorough understanding of the range of methods used by planners to design, analyze, and influence the future and how to apply them effectively in practice</p>

<p>F The global dimensions of planning (interactions, flows of people and materials, cultures, and differing approaches to planning across world regions)</p>	<p>URP 6406 URP 6840</p>	<p>Cannot identify the basic roles of any global (versus local) institutions, ideas, or processes relevant to planning</p>	<p>Identifies the basic roles of global institutions, ideas, and/or processes relevant to planning</p>	<p>Can identify major elements of global human and natural systems, including their historic and contemporary interconnections and the effects of human organizations and actions, to pose elementary solutions to complex planning problems</p>	<p>Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to plan for the solution of complex problems in the human and natural worlds</p>
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Learning Outcome #2 – Planning skills: students will demonstrate the skills required to be effective planners, including ability to:

	Relevant core courses	Does not meet the standard (0 to 69%)	Approaches the standard (70 to 79%)	Meets the standard (80 to 89%)	Exceeds the standard (90 to 100%)
A Undertake research (application of tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources)	URP 6101 URP 6131 URP 6200 URP 6211 URP 6406 URP 6840 URP 6873 URP 6920 URP 6979	May be able to communicate information obtained from various sources, but the information is fragmented and/or used inappropriately (misquoted, not cited or cited improperly, taken out of context, incorrectly paraphrased, etc.), so the intended purpose is not achieved	Communicates and organizes information from appropriate sources, but fails to synthesize it properly, so that the intended purpose is not achieved	Communicates, organizes, and synthesizes information from appropriate sources so that the intended purpose is achieved	Communicates, organizes, and synthesizes information from sources to fully achieve a specific purposes, with clarity and depth
B Communicate at a professional level in written, oral, and graphic forms (ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations)	URP 6101 URP 6115 URP 6131 URP 6200 URP 6211 URP 6270 URP 6406 URP 6840 URP 6873 URP 6920 URP 6979	Demonstrates minimal attention to the requirements of assignments and to professional planning expectations (e.g., written, oral, and graphic presentations fail to fully respond to assignments and do not communicate effectively)	Demonstrates awareness of the requirements of assignments and attempts to satisfy those requirements in a professional manner, but is not fully successful in communicating ideas effectively (e.g., written and oral communications are effective, but graphic communications are not)	Demonstrates consistent and effective execution of written, oral, and graphic communications in a manner consistent with expectations for professional planners, including but not limited to organization, content, presentation, formatting, and stylistic choices	Demonstrates detailed attention to and highly successful execution of written, oral, and graphic communications in a manner consistent with expectations for professional planners, including but not limited to organization, content, presentation, formatting, and stylistic choices

<p>C Apply appropriate qualitative and quantitative methods (application of data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans)</p>	<p>URP 6200 URP 6211 URP 6270 URP 6406 URP 6840 URP 6873 URP 6920 URP 6979</p>	<p>Is unable to effectively apply quantitative and qualitative analysis methods: methods may be inappropriate to the problem, used incorrectly, or the results misinterpreted</p>	<p>Uses quantitative and qualitative analysis as the basis for tentative, basic judgments, but is hesitant or uncertain about drawing conclusions</p>	<p>Uses quantitative and qualitative analysis as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions; this is demonstrated by at least one item of original analysis employing at least one qualitative or quantitative research technique</p>	<p>Uses quantitative and qualitative techniques as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions; this is demonstrated by repeated effective use of appropriate quantitative and/or qualitative techniques</p>
<p>D Apply planning methods to create plans and implement them (application of integrative skills for sound plan formulation, adoption, and implementation and enforcement)</p>	<p>URP 6115 URP 6131 URP 6873 URP 6920 URP 6979</p>	<p>Is unable to effectively describe a coherent process for creating and implementing plans</p>	<p>Understands the planning process, but is uncertain about how to apply that process to actual planning problems</p>	<p>Understands the planning process and how to apply it in a competent manner in addressing actual planning problems</p>	<p>Has a deep understanding of ambiguities and complexities of the planning process, and how to apply it in complex situations</p>
<p>E Apply planning procedures for engaging communities and stakeholders (apply tools for stakeholder involvement, community engagement, and working with diverse communities)</p>	<p>URP 6101 URP 6115 URP 6873 URP 6920 URP 6979</p>	<p>Is unable to effectively describe coherent processes for engaging diverse communities and stakeholders</p>	<p>Understands planning processes for engaging diverse communities and stakeholders, but is uncertain about how to apply those processes to actual planning problems</p>	<p>Understands planning processes for engaging diverse communities and stakeholders and how to apply them in a competent manner in addressing actual planning problems</p>	<p>Has a deep understanding of community and stakeholder engagement processes, including their ambiguities and how to apply them in difficult circumstances</p>

<p>F Exercise leadership skills (apply tools for strategic decision-making, team building, and organizational and community motivation)</p>	<p>URP 6115 URP 6920</p>	<p>Explains why it is important for planners to be effective leaders in a vague or abstract way, but cannot provide specific explanations or justifications applied to particular contexts</p>	<p>Explains why it is important for planners to be effective leaders and can apply this knowledge to specific circumstances; demonstrates this by contributions to the leadership of team projects and/or other planning activities</p>	<p>Explains in a convincing manner why it is important for planners to be effective leaders and has contributed in a sustained and effective manner to the leadership of team projects and/or other planning activities</p>	<p>Explains in a convincing manner why it is important for planners to be effective leaders and demonstrates a substantial initiative in sustained, reflective, and effective leadership of team projects and other activities</p>
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Learning Outcome #3 – Values and ethics: students will demonstrate understanding of:

	Relevant core courses	Does not meet the standard (0 to 69%)	Approaches the standard (70 to 79%)	Meets the standard (80 to 89%)	Exceeds the standard (90 to 100%)
A Professional ethics and responsibility (key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation, including the provisions of the AICP Code of Ethics and Professional Conduct and APA's Ethical Principles in Planning)	URP 6101 URP 6115 URP 6131 URP 6406 URP 6920	May recognize basic and obvious ethical issues in planning, but fails to grasp complexity or interrelationships; does not demonstrate any familiarity with the AICP and APA guidelines	Can recognize basis and obvious ethical issues in planning and grasp (incompletely) the complexities of or interrelationships among the issues; is aware of and can discuss components of the AICP and APA guidelines	Can recognize ethical issues when they are presented in a complex, multilayered (gray) context or can grasp interrelationships among the issues; knows the components of the AICP and APA guidelines and can apply them to an ethical issue in planning	Can recognize ethical issues when they are presented in a complex, multilayered (gray) context and can grasp interrelationships among the issues; knows the components of the AICP and APA guidelines and can apply them to a complex or ambiguous ethical issue in planning
B Equity, diversity, and social justice (key issues in equity, diversity, and social justice that emphasize planners' role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration)	URP 6406 URP 6840 URP 6920 URP 6979	Can explain why social and economic equity and diversity are important in planning in a vague or abstract way, but cannot provide specific explanations or justifications applied to specific circumstances	Can explain why social and economic equity and diversity are important in planning, but cannot diagnose why the problem persists or how to address it in actual planning contexts	Displays an understanding of social and economic equity and diversity issues in planning and how to address them in planning practice	Displays a deep understanding of social justice issues in planning and how to address them effectively in planning practice

<p>C Governance and participation (the roles of officials, stakeholders, and community members in planned change)</p>	<p>URP 6115 URP 6131 URP 6920</p>	<p>Has minimal understanding of the role of planning within the structure of local, state, and federal government in the U.S. or of importance of involving citizens in the planning process</p>	<p>Displays some (but incomplete) understanding of the role of planning within the U.S. governmental structure and the role of the planner in fostering authentic citizen participation in the planning process</p>	<p>Displays an understanding of the role of planning within the U.S. governmental structure and of the role of authentic (versus inauthentic) citizen participation in the planning process</p>	<p>Displays a deep understanding of the role of planning within the U.S. governmental structure and how to effectively provide for authentic citizen participation in the planning process</p>
<p>D Sustainability and environmental quality (environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures)</p>	<p>URP 6406</p>	<p>Does not display knowledge of the complexity of environmental challenges or how planners might effectively respond to them</p>	<p>Displays some knowledge of the complexity of environmental challenges but little understanding of how planners can play an effect role in responding to them</p>	<p>Understands the complexity of environmental challenges and how planners can play an effective role in fostering sustainable and resilient communities</p>	<p>Has a deep understanding of the complexity of environmental challenges and how planners can play an effective role in fostering sustainable and resilient communities</p>
<p>E Growth and development (economic, infrastructure, social, and cultural factors in urban and regional growth and change)</p>	<p>URP 6200 URP 6406 URP 6840 URP 6920 URP 6979</p>	<p>Cannot articulate an understanding of the roles of economic, social, and cultural factors in urban growth and change</p>	<p>Has some understanding of the roles of economic, social, and cultural factors in urban growth and change, but cannot apply this knowledge in the context of actual urban planning problems</p>	<p>Has a good understanding of the roles of economic, social, and cultural factors in urban growth and change and can apply this knowledge to actual planning problems</p>	<p>Understands the complex interrelationships of economic, social, and cultural factors in urban growth and change and can apply this knowledge to difficult planning problems</p>

<p>F Health and the built environment (planning's implications for individual and community health in the places where people live, work, play, and learn)</p>	<p>URP 6406</p>	<p>Cannot demonstrate any understanding of the relationship between health and the built environment</p>	<p>Has a general understanding of the relationship between health and the built environment, but cannot articulate any specific planning applications of this knowledge</p>	<p>Displays an understanding of health and the built environment and how to address that in planning practice</p>	<p>Displays a deep understanding of the relationship between health and the built environment and how to address that effectively in planning practice</p>
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Appendix III: Learning Outcomes Assessment Form

Student's name: _____ Self or faculty assessment? _____

If faculty assessment, faculty member's name: _____

Learning Outcome #1 – General planning knowledge: students will demonstrate knowledge of general planning concepts, including understanding of:

	Assessment (%)
A The purpose and meaning of planning	
B Planning theory	
C Planning law	
D Human settlements and the history of planning	
E The future	
F The global dimensions of planning	
<i>Average for Learning Outcome #1</i>	
<i>Comments:</i>	

Learning Outcome #2 – Planning skills: students will demonstrate the skills required to be effective planners, including ability to:

	Assessment (%)
A Undertake research	
B Communicate at a professional level in written, oral, and graphic forms	
C Apply appropriate qualitative and quantitative methods	
D Apply planning methods to create plans and implement them	
E Apply planning procedures for engaging communities and stakeholders	
F Exercise leadership tools	
<i>Average for Learning Outcome #2</i>	
<i>Comments:</i>	

Learning Outcome #3 – Values and ethics: students will demonstrate understanding of:

	Assessment (%)
A Professional ethics and responsibility	
B Equity, diversity, and social justice	
C Governance and participation	
D Sustainability and environmental quality	
E Growth and development	
F Health and built environment	
<i>Average for Learning Outcome #3</i>	
<i>Comments:</i>	

Michigan State University - MURP Learning Outcomes

The URP program faculty view education from a constructivist perspective (Erwin, 1991), which assists students in learning how to obtain knowledge, in building upon student's existing knowledge, and in advancing students systematically with each course towards becoming a well-rounded planning scholar and practitioner according to the PAB criteria. As a planning program, the faculty take responsibility to know if, what, and how well students have learned taught material in a value-added way. As a learning-oriented faculty, we have implemented a student assessment rubric. Over the past three years (2014-2017), we have evaluated each student individually through formative assessment based on PAB required knowledge, skills and values annually (at the end of each spring semester). We also complete an entry (within the first three months of starting our program) and exit diagnostic (in our practicum) for a summative assessment. We initialized our student assessment during three planning sessions in spring 2014, during which faculty members worked together to create an assessment tool for the courses and the URP program. During fall 2017 and spring 2018, we modified our student assessment tool given the new PAB-criteria that now contain: KNOWLEDGE, SKILLS, ATTITUDES, COMPETENCIES, AND HABITS OF MIND. The new evaluation rubric came into effect in spring 2018. The program faculty defines assessment according to Dary Erwin (1991), "as the systematic basis for making inferences about the learning and development of students. More specifically, assessment is the process of defining (1), selecting (2), designing (3), collecting (4), analyzing (5), interpreting (6), and using (7) information to increase students' learning and development."

1) Defining We followed Bloom's taxonomy (Bloom et al., 1956) to update our learning goals (last revision to learning goals in 2014) for the undergraduate and graduate curriculum during our strategic planning meetings in 2017/2018. Our learning objectives now cover knowledge, skills, attitudes, and habits of mind, while we evaluate them through five competencies. We strive to educate our students graduating from our program as:

- Policy-oriented learners
- Knowledgeable planning practitioners
- Skillful professionals
- Innovative thinkers
- Ethically-driven team leaders

Our competencies reflect our MSU motto "Spartans will" and CSS goals for engaged learners.

Definitions used since spring 2018

GENERAL PLANNING KNOWLEDGE		
Bloom's taxonomy	Undergraduate Learning Goals	Graduate Learning Goals
Knowledge: Identify and recall information.	Knowledge: Identify general planning knowledge concepts and local planning context of local communities.	Knowledge: Describe general planning knowledge concepts and local planning context of local communities.
Comprehension: Understand material organize and select facts and ideas.	Comprehension: Discuss the purpose and meaning of planning based on history, law, theory and the future of planning.	Comprehension: Explain and generalize the purpose and meaning of planning based on history, law, theory and the future of planning.
Application: Use facts, rules and principles and apply them to new situations.	Application: Apply general planning concepts to real-life scenarios, especially local communities.	Application: Investigate and interpret real-life scenarios in the profession applying the general planning knowledge acquired, especially local communities.
Analysis: Separate whole into component parts to understand.	Analysis: Compare and contrast different planning concepts across cultures, countries and communities.	Analysis: Compare and contrast different approaches to planning solutions across cultures, countries and communities.
Synthesis: Combine ideas to form a new whole, product of solution.	Synthesis: Combine theory, law and history in different communities into a consistent perspective on planning.	Synthesis: Create a coherent philosophy of planning using past experience applied to future needs for different communities.
Evaluation: Make judgments, opinions or decision with reference to criteria.	Evaluation: Assess the strengths and weaknesses of different planning solutions and create viable planning options, especially for projects assisting local communities.	Evaluation: Evaluate the efficacy of various planning scenarios and make appropriate recommendations for action, and create viable planning options, especially for projects assisting local communities.

PLANNING SKILLS		
Bloom's taxonomy	Undergraduate Learning Goals	Graduate Learning Goals
Knowledge: Identify and recall information.	Knowledge: Recall a variety of basic planning skills.	Knowledge: Identify and recognize planning techniques and methods of analysis.
Comprehension: Understand material organize and select facts and ideas.	Comprehension: Distinguish between various planning skills and summarize their differences and importance.	Comprehension: Estimate benefits and costs of solving problems using specific planning methods.
Application: Use facts, rules and principles and apply them to new situations.	Application: Apply planning skills learned through the curriculum to empirical situations where needed or appropriate, especially in different local communities.	Application: Employ appropriate methods to solve a variety of planning problems, especially in different local communities.
Analysis: Separate whole into component parts to understand.	Analysis: Inventory specific technical skills to understand the content and purpose for what they address.	Analysis: Appraise the assumptions and differences between learned planning methods and skills.
Synthesis: Combine ideas to form a new whole, product of solution.	Synthesis: Formulate effective planning outcomes suitable for local communities based on analysis & accepted techniques.	Synthesis: Prepare unique ways of combining existing techniques to solve complex problems of local communities.
Evaluation: Make judgments, opinions or decision with reference to criteria.	Evaluation: Assess the utility of solutions based on planning objectives supported by empirical data.	Evaluation: Discriminate between the effectiveness of common techniques used and predicted results of tool implementation.

ATTITUDES		
Bloom's taxonomy	Undergraduate Learning Goals	Graduate Learning Goals
Knowledge: Identify and recall information.	Knowledge: Recognize ethical practices and planners' responsibilities in the context of diverse communities.	Knowledge: Relate ethical practices and responsibilities to diverse communities.
Comprehension: understand material organize and select facts and ideas.	Comprehension: Give examples of fair and just solutions to planning dilemmas and discuss impacts on diverse communities.	Comprehension: Interpret ethical dilemmas and defend possible solutions based on impacts on diverse stakeholders and their work/personal lives.
Application: Use facts, rules and principles and apply them to new situations.	Application: Illustrate and interpret an ethical planning scenario in a diverse community using the latest knowledge, skills, and information available	Application: Construct and solve an ethical planning scenario in a diverse community using the latest knowledge, skills, and information available
Analysis: Separate whole into component parts to understand.	Analysis: Compare and differentiate how planning processes and solutions affect diverse communities.	Analysis: Anticipate how planning processes and solutions affect diverse communities and critique each.
Synthesis: Combine ideas to form a new whole product of solution.	Synthesis: Creatively choose planning methods and cooperatively design planning processes to solve planning dilemmas ethically	Synthesis: Creatively design and cooperatively formulate and prepare planning methods to solve planning dilemmas ethically
Evaluation: Make judgments, opinions or decision with reference to criteria.	Evaluation: Persistently judge scenarios on best-practice and latest information	Evaluation: Persistently balance different stakeholder interests using latest information and best-practice knowledge and skills

HABITS OF MIND		
Bloom's taxonomy	Undergraduate Learning Goals	Graduate Learning Goals
Knowledge: Identify and recall information.	Knowledge: Describe key planning values and ethical guidelines based on the PAB code of ethics	Knowledge: Know the PAB code of ethics and recognize key planning values
Comprehension: understand material organize and select facts and ideas.	Comprehension: Give examples of ethical dilemmas and discuss possible solutions. Explain key planning values and distinguish when they would come into play.	Comprehension: Interpret ethical dilemmas and defend possible solutions. Suggest applicable planning values.
Application: Use facts, rules and principles and apply them to new situations.	Application: Interpret an ethical planning scenario incorporating perspectives of multiple stakeholders.	Application: Consider the input of multiple stakeholders when solving an ethical planning scenario.
Analysis: Separate whole into component parts to understand.	Analysis: Willing to consider the impact of choices on myself and others and able to compare and differentiate how habits of mind affect the planning process and outcomes.	Analysis: Analyze and weigh different options and able to predict how different values affect the planning process and outcomes.
Synthesis: Combine ideas to form a new whole product of solution.	Synthesis: Compile and compose various and different viewpoints to construct viable scenarios.	Synthesis: Recognize and accept own biases and perceptions and able to generate alternative scenario to own/initial solution
Evaluation: Make judgments, opinions or decision with reference to criteria.	Evaluation: Summarize ethically-grounded concepts including social equity, environmental values and growth and development even if it differs from own perspective	Evaluation: Able to change one's own perspective given evidence presented by others, but firmly grounded in PAB ethical code.

2) Selecting

Based on the learning goals, each URP instructor has designed learning objectives for their course, which ensures that the assessment of a course reflects the range, scope and emphasis on the instructor's goals for students learning and the material that was taught. Each course is integrated into the PAB criteria through our curriculum matrix.

3) Designing

The URP designed our assessment tool around authentic assessment (Wiggins and McTighe, 1998) given our planning program is practitioner-oriented and program goals focus on graduating students that are ready to take an advanced or senior position in the planning profession. The URP also paid particular emphasis on validity (assessment accurately measures what it is designed to measure) and reliability (assessment will produce the same result consistently when repeated, or when assessed by multiple evaluators) of our assessment tools. With the centrality of the learning paradigm of Barr and Tagg (1995), we designed the URP curriculum around cooperative and collaborative learning.

4) Collecting

We hold the belief that the best evidence of students learning is based on their work, in addition to SIRS forms, self-reporting, grade distributions etc. Consequently, the URP strives to implement course-embedded assessments that provide immediate feedback to the instructor on how well students learn the material for each one of our courses.

5) Analyzing

As a program, the URP moved from a norm-referenced assessment (a test in which a student's performance is compared to that of a norm to assign a grade) to a criterion-referenced assessment (an assessment in which the results determine a student's progress toward mastery of the competency. We expect mastery from our students upon graduation). This gave us the advantage of measuring student achievement relative to the learning goals we had set.

6) Interpreting

We place a strong emphasis on knowing our students. The URP use rubrics as our tool that lay out the expectations for the program and each competency based on the PAB criteria. With the rubrics, we trace each student's progress towards mastering the competencies, whereby the competencies represent an accumulate of knowledge, skills, attitudes and habits of mind. To note here is that rubrics encourage student to think critically; rubrics also level the playing field, facilitate communication, provide timely feedback and help refine our teaching method immediately and permanently (Ambrose, 2010).

Assessment matrix used since spring 2018

- Policy-oriented learners
- Knowledgeable planning practitioners
- Skillful professionals
- Innovative thinker
- Ethically-driven team leader

Student:		Unacceptable	Acceptable	Good	Exemplary
١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠ ٢١ ٢٢ ٢٣ ٢٤ ٢٥ ٢٦ ٢٧ ٢٨ ٢٩ ٣٠ ٣١ ٣٢ ٣٣ ٣٤ ٣٥ ٣٦ ٣٧ ٣٨ ٣٩ ٤٠ ٤١ ٤٢ ٤٣ ٤٤ ٤٥ ٤٦ ٤٧ ٤٨ ٤٩ ٥٠ ٥١ ٥٢ ٥٣ ٥٤ ٥٥ ٥٦ ٥٧ ٥٨ ٥٩ ٦٠ ٦١ ٦٢ ٦٣ ٦٤ ٦٥ ٦٦ ٦٧ ٦٨ ٦٩ ٧٠ ٧١ ٧٢ ٧٣ ٧٤ ٧٥ ٧٦ ٧٧ ٧٨ ٧٩ ٨٠ ٨١ ٨٢ ٨٣ ٨٤ ٨٥ ٨٦ ٨٧ ٨٨ ٨٩ ٩٠ ٩١ ٩٢ ٩٣ ٩٤ ٩٥ ٩٦ ٩٧ ٩٨ ٩٩ ١٠٠	Policy-oriented learner	unwilling to learn planning knowledge, skills, values, habits of mind, and attitudes.	Learns willingly about the planning profession and its applications to policy when instructed.	Has self-motivated drive to learn to benefit the planning profession and advise policy-makers.	Eager to learn beyond lessons taught in the classroom to apply the most recent planning knowledge, skills, habits of mind, and attitudes as a professional planner and policy-maker
	Knowledgeable planning practitioner	unfamiliar with the basic purpose and meaning of planning, planning skills and planning values.	Shows an awareness of the fundamental planning knowledge required for the planning profession.	Demonstrates broad planning knowledge and is able to use it in different hypothetical scenarios.	Efficiently and confidently applies appropriate planning knowledge to solve complex planning problems.
	Skillful professional	Can not identify the range of skills planners use in their profession.	Shows familiarity with the wide range of planning skills planners use in professional settings.	Effectively applies planning skills in professional practice.	Critically examines various planning skills before applying them to contemporary planning issues.
	Innovative thinker	Unable to link planning knowledge, skills, and values to planning practice.	Can combine knowledge skills and values to recognize planning trends.	Able to analyze and describe trends affecting the planning process using a combination of knowledge skills, values, and habits of mind.	Eager to predict trends and propose innovative planning solutions given the knowledge, skills, and values taught in our program.
	Ethically-driven team leader	No recognition of ethical conflicts and values and unable to lead a team.	Able to identify and define professional values and ethics while recognizing the skills a team leader must possess.	Able to honor and apply professional ethics in most instances while leading teams.	Able to efficiently apply professional ethics in various ethical dilemmas every time while leading teams efficiently.

7) Using

The URP program uses the student assessment outcomes continuously to improve the program. For example, we update our courses and our alumni hold workshops on topics in which students lack behind in making sufficient progress in mastering their competencies. For example, in spring 2018 our alumni held a workshop on public engagement and governance; in our 2017 student assessment review, we had identified “governance and participation” as the topic in which many students had not achieved mastery. We also review our assessment tools at our annual strategic meetings and align our curriculum to any learning objectives or goal changes based on updates to our strategic plan. As a program, we will continue to conduct exit surveys, measure student outcomes on an annual basis and update our assessment tools to reflect the latest scholarship on teaching and learning.

Citations used in this Section:

- Ambrose, S.A., Bridges, M.W., DiPietro, M., Lovett, M.C., and Norman., M.K. (2010). “How Learning Works.” San Francisco, CA: Wiley.
- Barr, R., and Tagg, J. (1995). “From Teaching to Learning: A New Paradigm for Undergraduate Education.” *Change* (November/December 1995):12–25.
- Bloom, B.S., Engelhart, M.D., Furst, E.J., Hill, W.H., and Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Handbook I: Cognitive domain. New York, NY: David McKay Company.
- Costa L.A., and B. Kallick (2000), *Habits of Mind: A Developmental Series*, Association for Supervision and Curriculum Development in Alexandria, VA.
- Erwin, T.D. (1991) *Assessing student learning and development: a guide to the principles, goals and methods of determining college*. San Francisco, CA: Jossey Bass Publishing
- Wiggins, G., and McTighe, J. (1998). “Understanding by Design.” Alexandria, VA: Association for Supervision and Curriculum Development.

**URBP 298B Planning Report Rubric Used to Assess PLOs 1, 2, and 4
(Threshold to meet SLO is "good")**

CRITERIA	Excel- lent	Good	Mar- ginal	Unaccept- able	NA	Rat- ing	Weight	
Outcome 1. Demonstrates ability to conceptualize problems from complex, real world situations so the problems are meaningful to clients, and are research worthy (maximum score: 12)								0
1. Are the research questions and/or goals well defined and clearly stated?	4	3	2	1			0.5	0
2. Does the author demonstrate in-depth familiarity with relevant literature on the subject?	4	3	2	1			1.5	0
3. Is the methodology appropriate to answer the research question(s)?	4	3	2	1			1	0
Outcome 2. Demonstrates ability to collect, analyze, and synthesize information from multiple sources (maximum score: 16)								0
4. Is the data collected sufficient in quality and depth to answer the research question?	4	3	2	1			1.5	0
5. Is the analysis direct, competent, and appropriate?	4	3	2	1			1.5	0
6. Are the conclusions sophisticated and based on the results of the analysis, as a logical extension of the findings?	4	3	2	1			0.5	0
7. Does the author show how his/her analysis and findings fit into the larger context of the literature and current professional practice?	4	3	2	1			0.5	0
Outcome 3. Demonstrates ability to communicate effectively in writing and by expressing concepts in visual terms (maximum score: 12)								0
8. Is the material logically organized , so that a reader can easily follow the writer's train of thought?	4	3	2	1			1	0
9. Is the writing grammatically correct and free of typos?	4	3	2	1			0.5	0
10. Do tables and figures add useful/important information for the reader?	4	3	2	1			0.5	0
11. Is the report attractive and professional in appearance?	4	3	2	1			0.5	0
12. Are citations included where appropriate, and are footnotes and bibliography properly formatted?	4	3	2	1			0.5	0
Overall Score								0

Excellent: As a supervisor, you would consider this work ready for public distribution without any substantial modification.

Good: As a supervisor, you would consider this work essentially sound, but in need of some refinement before public distribution.

Marginal: As a supervisor, you would conclude that the work contained some worthwhile elements, but required major revisions before public distribution.

Unacceptable: The work needs to be entirely redone.

URBP 201 Collaborative Teamwork Evaluation Rubric (PLO 3)

Criteria	Excellent: Consistently went above and beyond what was necessary. Exceptionally well prepared and cooperative. Always completed agreed-upon assignments by agreed-upon deadlines. An exceptional team member in all aspects.	Good: Consistently did what was necessary. Well prepared and cooperative. Almost always completed agreed-upon tasks by agreed-upon deadlines. A good team member in all aspects.	Satisfactory: Usually did what was necessary. Minimally well prepared and cooperative. Occasionally did not complete agreed upon assignments by agreed upon deadlines. A satisfactory team member in almost all aspects.	Marginal: Sometimes failed to show up or complete agreed upon assignments. Rarely well prepared. A marginal team member.	Unsatisfactory: Consistently failed to show up or complete agreed upon assignments. Unprepared and had virtually no participation in the team's accomplishments. An unsatisfactory team member.
Participated in group discussion or meetings					
Helped keep group focused on the task					
Contributed useful ideas					
Gathered useful data					
Quantity of work done					
Quality of work done					
Completed assigned tasks/deliverables on time					
Effective team leader/facilitator					
Effective team transcriber/note-taker					

Scores are assigned to each student, for each criteria, on a scale of 1 to 5. To meet the department's threshold, students must earn an average score of 4.3 or higher.

URBP 201 Rubric Evaluating Collaborative Engagement with Stakeholders that Incorporates Multicultural and Historical Perspectives (PLO 5)

CRITERIA	EXCEPTIONAL (EXCEEDS THRESHOLD)	GOOD (DEPARTMENT THRESHOLD)	BELOW AVERAGE (BELOW THRESHOLD)
<p>{1}</p> <p><i>List at least two ways that our work in URBP-201 this semester has advanced community priorities through collaborative engagement with stakeholders.</i></p> <p><i>Also, describe at least one way that we have deliberately incorporated multicultural and historical perspectives of the study neighborhood into the advancement of community priorities.</i></p>	<p>Student exceeded the minimum assignment requirements by, for example:</p> <ul style="list-style-type: none"> • Describing more than two methods that we used in the course to advance community priorities through collaborative engagement with stakeholders, and more than one way in which we have incorporated multicultural and historical perspectives in this regard. • Exceptional level of detail in articulating and describing these methods, especially when considering the short timeframe given to complete the assignment 	<p>Student met the minimum assignment requirements by:</p> <ul style="list-style-type: none"> • Describing two methods that we used in the course to advance community priorities through collaborative engagement with stakeholders, and one way in which we have incorporated multicultural and historical perspectives in this regard. • Adequate level of detail in articulating and describing these methods 	<p>The student presented material that was substandard in any or all of the aspects of this assignment; for example:</p> <ul style="list-style-type: none"> • Not listing at least two methods of collaborative engagement • Not listing one method of incorporating multicultural and historical perspectives • Missing, unclear and vague attempts to address the assignment tasks • Clear evidence that minimal effort was devoted to completing this assignment

Internship Evaluation Rubric (PLO 2a, 2c, and 4)

Rating of Intern/Employee Performance:

Please rate the student's performance on the following criteria on a scale from 1 (very low performance) to 5 (very high performance).

Ability to work effectively on a team

D 1 D 2 D 3 D 4 D 5 D Not assessed

Ability to compose written reports and memos

D 1 D 2 D 3 D 4 D 5 D Not assessed

Ability to make an oral presentation

D 1 D 2 D 3 D 4 D 5 D Not assessed

Ability to interface with the public or clients

D 1 D 2 D 3 D 4 D 5 D Not assessed

Ability to solve problems and think creatively

D 1 D 2 D 3 D 4 D 5 D Not assessed

Initiative and ability to work independently

D 1 D 2 D 3 D 4 D 5 D Not assessed

Knowledge expected of an entry-level employee

D 1 D 2 D 3 D 4 D 5 D Not assessed

Understanding of professional planning issues

D 1 D 2 D 3 D 4 D 5 D Not assessed

Ability to synthesize planning knowledge and apply it to actual planning problems

D 1 D 2 D 3 D 4 D 5 D Not assessed

Graduate Planning Studio Jury Evaluation

The Graduate Planning Studio, as the capstone experience in the MS program in City and Regional Planning, provides an opportunity for students to synthesize the skills they have acquired throughout the program, in addition to acquiring experience working for a real-world client. The Program's faculty, acting as a jury for the Studio, are asked to determine how well each of the following six (6) overall Program Competencies have been shown by this year's Studio class. This will enable the Program to evaluate whether these student learning outcomes are being met:

Temple City and Regional Planning Program Competencies:

- Be prepared for professional planning practice and career advancement in the public, private, or non-profit sectors
- Have strong analytical skills and the capacity to apply them in understanding American communities with respect to their social, economic, and physical conditions, the problems they face, and the opportunities they can build upon
- Have strong interpersonal and communication skills and know how to apply them to define, develop, and implement planning goals
- Understand the political, social, environmental and economic dynamics of American communities
- Understand the unique values, roles and responsibilities of the planning profession with particular emphasis on considerations of the environment, equity and economy as framed by the concept of sustainability.
- Have a skill set and knowledge appropriate to specialization within the field of planning.

For each Program Competency, please indicate if, in your opinion, the Studio shows evidence that our student meet, fails to meet, or exceeds each objective. Please provide specific examples in the space provided. If you are unable to make a determination from these presentations, please indicate and explain why not.

Evaluator: _____

SKILL
RUBRIC / RATING

	1	2	3	4
PREPARED FOR PRACTICE	Work fails to meet minimum expected for planning practice	Work meets minimum standards, but well below average	Work is typical of that produced by planners in the public, private, or non-profit sectors	Work exceeds standard professional level. Award worthy

COMMENTS:

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|                          | 1                                                             | 2                                                          | 3                                                                   | 4                                                              |
|--------------------------|---------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------|
| <b>ANALYTICAL SKILLS</b> | Failure to demonstrate and/or apply basic analytical concepts | Basic analytical concepts demonstrated, but poorly applied | Solid use of appropriate analytical tools, effectively communicated | Exceeding expectations through innovative or creative analysis |

**COMMENTS:**

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Evaluator: _____

SKILL	RUBRIC / RATING			
COMMUNICATION SKILLS	1	2	3	4
	Poor communication skills; failure to define or articulate planning goals	Communication uneven and/or inconsistent; problems and planning goals present but poorly articulated	Problems well defined and articulated. Demonstrates required communication and interpersonal skills for goal implementation	Superior communication skills that adds to planning outcomes. Engaging and effective presentation;

COMMENTS:

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COMMUNITY DYNAMICS	1	2	3	4
	Fails to demonstrate basic understanding of any community dynamics	Basic understanding of issues, but perhaps uneven treatment. Demonstrates minimum competency	Complete, but perhaps basic understanding of all issues of dynamics in/of communities	In addition to basic understanding, speaks to interrelationships between economy, environment social and political dynamics

COMMENTS:

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Evaluator: _____

SKILL	RUBRIC / RATING			
DEMONSTRATE SUSTAINABILITY	1 Fails to demonstrate planner's role in creating sustainable communities	2 Shows basic understanding of Equity, Environment, and Economy; planner's role may not be clear in promoting sustainability	3 Demonstrates complete grasp of sustainability as a planning goal. Sees interaction between the "3 E's"	4 Presents unique or innovative ideas for how planners can transform communities. Places the profession at the forefront sustainability concerns

COMMENTS:

SPECIALIZATION SKILL SET	1 Fails to demonstrate any specialization within the field	2 Shows some skills as stronger than others, but uncertain as to whether sufficient for specialization in the field	3 Demonstrates all appropriate skills needed to specialize within the field of planning	4 Expertise for specialization within the field is obvious. New and creative ideas presented that may transform specializations within the field
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COMMENTS:



Tyler School of Art
and Architecture
Planning and Community Development

Evaluator: _____

Any additional comments about MS Program Competencies



Tyler School of Art
and Architecture
Planning and Community Development

Evaluator: _____

Specific comments / notes for the studio project team

Tufts University's Urban & Environmental Policy & Planning Student Learning Outcomes

This document compiles the templates we used to aggregate the results of our assessment using our learning outcomes assessment instruments.

1. Assessment of Learning Outcomes Using Rubrics for Specific Class Assignments

The first set of tables include the templates we used to compile the results from our first year of assessing students' level of proficiency in policy and planning core competencies in four required core courses and the required thesis or capstone exam.

The templates were used to aggregate data derived from rubrics we devised for specific class assignments for each of these courses. Each rubric assessed the level of mastery exhibited in individual students' assignments with reference to the PAB (and additional) competencies. We adapted the "VALUE Rubric Development Project" of the Association of American Colleges and Universities, <https://www.aacu.org/value/rubrics> for this purpose. [*The rubrics used to assess each assignment are available on request from Laurie Goldman (laurie.goldman@tufts.edu).*]

In several courses, we use also the rubrics to communicate with students about expectations and their progress in developing the competencies. The rubric forms distributed to the students include detailed explanations of each ranking for every dimension of the competencies. In addition to the rating, students receive comments that explain their weaknesses and offer suggestions for improvement.

These assessment instruments will allow us to trace individual students' progress in developing competencies over their time at UEP, especially with respect to critical analysis, research, and written communication.

2. Surveys of Internship Supervisors and Recent Alumni

Following these tables are the templates we used to aggregate internship supervisors' responses to our survey about UEP students' preparedness for professional practice and reported learning outcomes from our survey of alumni two to five years post-graduation.

Assessment of Student Learning Outcomes: (UEP 250) Foundations of Public Policy and Planning, Fall 2016

This assessment draws on four assignments: a literature review about a specific urban, social, or environmental problem and policy/planning solutions to address it; a policy/planning brief that crafts a recommendation for action on the issue for a targeted audience and annotation that explains how they have applied the conceptual frameworks; and an observation and critique of a public meeting. We develop students' understanding of the purpose and meaning of policy and planning and planning theory by encouraging them to examine the relations between applied social science rationality and core values of equity, justice, sustainability, and aesthetics in addition to efficiency, effectiveness, liberty, and security. This inquiry is integrated into several of the rubric components.

PAB Criteria	Explanation of learning assessed	Average Score (Scale 1-4 with 4 as highest)	Mastery Achieved	Proficiency Achieved	Proficiency Partially Achieved	Not Proficient
			% of students in each level of proficiency			
4A1a) Purpose and Meaning of Planning	Literature Review: Explains the significance of the problem and the rationale for intervention.					
	Policy/Planning Brief: Explains why the proposed intervention is likely to achieve intended outcomes, how it is preferable to the status quo and alternatives, and why it is significant to the stakeholders.					
4A1b) Planning Theory	Literature Review: Identifies, analyzes, and assesses claims about the problem and policy/planning solutions in terms of soundness of assumptions, empirical evidence, and attention to values and values trade-offs.					
	Policy/Planning Brief: Draws on empirical evidence and metaphors and symbols to persuasively justify the recommendations, with attention to values that resonate for audience and constituents. Explain how have integrated rational, communicative, collaborative, and advocacy policy/planning theories in shaping the brief.					

4A1c) Planning Law: Legal and Institutional Contexts	Policy/Planning Brief: Analyzes the institutional context of the proposal (e.g., laws, regulations, organizations) and the authority and influence of key actors within and across levels of government and public, private, and nonprofit/civic sectors.					
4A1e) The Future	Literature Review: Analysis of prior scholarship regarding past and projected trends (Also relates to 1a).					
	Policy/Planning Brief: Analyzes the potential for incremental vs. radical change in relation to perceptions of the problem, solutions, and politics. (Also relates to 1b and 1c.)					
4A2a) Research	Literature Review: Effective literature search; identification of gaps in the literature; appropriate referencing.					
4A2b) Written Communication	Literature Review: Organization and flow of the narrative is compelling, clear, and connected; Writing is clear and professional.					
	Policy/Planning Brief: Organization and flow of the narrative is compelling, clear, and connected; Writing is clear and professional and appropriate for the intended audience.					
42d) Plan Creation and Implementation	Policy/Planning Brief: Identifies and explains how the proposal will be implemented and evaluated. (This was an optional element of the assignment.)					
43a) Professional Ethics and Responsibility and 3c) Governance and Participation	Public Meeting Observation and Critique: Description and analysis of public officials' communication with and inclusion of stakeholders with emphasis on integration of expert and local knowledge, and respect for diverse views, cultural competency. <i>(Also assessed in two of the measures explanation of the choice of audience for the Policy/Planning Brief and why it is significant to the constituents; cf. 1a, 1c)</i>					

Assessment of Student Learning Outcomes: (UEP 251) Economics for Policy and Planning Spring 2017 (M.A. only)

This assessment is based on composites of multiple choice, short answer, and essay exam questions on mid-term and final exams.

PAB Criteria & Specific competency	Topics covered within this competency:	Median correct	Mastery Achieved:	Proficiency Achieved:	Proficiency Partially Achieved:	Not Proficient:
			90-100%	80-89%	70-79%	<70%
% of students at each level						
4A3e: Growth and Development (Economic influences on policy and planning)						
Role of markets and market power	Introduction to microeconomic analysis and the neoclassical model, comparisons to alternative concepts of value pluralism; market supply and demand, price elasticity, market equilibrium (short and long run), market shortage and surplus; efficiency vs equity; market concentration, market failure, and market types, including perfect competition, monopolies, and natural monopolies.	Exam 1	Exam 1	Exam 1	Exam 1	Exam 1
		Exam 2	Exam 2	Exam 2	Exam 2	Exam 2
Consumer and producer economic theory	Principles of neoclassical utility theory, indifference curves, budget constraints, and consumer equilibrium; price discrimination; economic measures of social welfare, including consumer and producer surplus and deadweight losses; producer cost, revenue, and profits; producer output and pricing decisions; economies of scale and optimal firm size.					
4A3d: Sustainability and Environmental Quality (Environmental, social, and cultural influences on policy and planning)						
Environmental economics	Externalities, environmental damage, and related market failures; public goods and common property resources; role of government in market failures (provision of public goods, taxation, regulation, property rights enforcement, etc.); non-market valuation strategies; cost-benefit and life cycle analysis, discounting and the discount rate.					
Urban economics	Economic rationale for the existence of cities; scale and agglomeration economies; monocentric and polycentric city models; transportation costs and public transportation.					
4A3c: Governance and Participation (Different roles of government, governance, and citizenship in policy and planning)						
Government taxation and regulation	Effect of taxes on market outcomes (price/quantity) and welfare (consumer/producer surplus); distributional consequences of taxation; price elasticity, tax revenue and tax burden.					
4A3b: Equity, Diversity, Social Justice (UEP competency: Political and economic power mapping)						
Inequality and Gini coefficients	Trends in income inequality and income redistribution efforts; Lorenz curves and Gini coefficients; normative standards of equity; spatial concentrations of poverty and inequality.					

Assessment of Student Learning Outcomes: (UEP 252) Cities in Space, Place and Time, Fall 2016

This assessment draws on students' analysis of two city plans, one dated prior to 1950 and another dated after 1950 in the same city. The rubrics used for assessing provide feedback on multiple components of each assignment that together convey the students' level of mastery of the competencies in the following table. Scores for some of these elements were assessed with respect to more than one competency.

PAB Criteria	Explanation of learning assessed	Average Score (Scale 1-4 with 4 as highest)	Mastery Achieved	Proficiency Achieved	Proficiency Partially Achieved	Not Proficient
			% of students in each level of proficiency			
4A1a) Purpose and Meaning of Planning	Explains how the growth of cities and metropolitan areas created new challenges and opportunities in the context of longer-term changes and trends and the roles planners and policymakers assumed to respond to them.	Pre-1950	Pre-1950	Pre-1950	Pre-1950	Pre-1950
		Post-1950	Post-1950	Post-1950	Post-1950	Post-1950
4A1b) Planning Theory	Explains framings (theories or models) underlying proposed solutions, alternatives, and favored approaches and how this framing changed or did not change over time.					
4A1c) Planning Law: Legal and Institutional Contexts	Explores how city, state, and national government roles evolved in response to advocacy and challenges, including evolving roles of organized citizens and interest groups and, and in relation to major legal/statutory landmarks.					
4A1d) Human Settlements and History of Planning and 4A3e) Growth and Development	Examines reasons for the patterns and challenges of urbanization, growth, and decline and policy/planning attempts to foster and manage growth and decline.					
4A1f) Global Dimensions of Planning	Considers global economic trends and industrialization and urbanization; migration; global financial flows of investment and finance; influences of war, climate, and recessions.					
4A1e) The Future	Analyzes the potential influences of the planning document on issues and conditions over time					

	leading to today, including influences on planning/policy practice.										
4A2b) Written Communication	Uses clear and concise language and a compelling narrative structure to persuasively communicate meaning to the intended audience, using appropriate terminology and citations.										
43a) Professional Ethics and Responsibility and 43b) Social Justice 43c) Governance and Participation 43d) Sustainability and Environmental Quality	<p>Reflects thoughtfully on dimensions of the AICP and ASPA professional codes of ethics regarding:</p> <ul style="list-style-type: none"> • the long-term consequences of actions, • the inter-relatedness of decisions • meaningful community communication and participation in decision making • social and racial justice with special concern for marginalized communities • impacts on and transformations of the physical environment, locally and regionally with respect to energy, food, water issues, or other environmental trends 	Pre-1950	Post-1950	Pre-1950	Post-1950	Pre-1950	Post-1950	Pre-1950	Post-1950	Pre-1950	Post-1950

Assessment of Student Learning Outcomes: (UEP 255) Field Projects: Planning and Practice, Spring 2017

This assessment draws on the written work, oral presentations, self- and team- assessment reports, and faculty observations of individual students and teams. The learning outcomes highlighted are those our alumni have told us are among the most critical to successful practice in their policy and planning careers. The table reports on ratings at the team level for each of the eight teams.

PAB Criterion	Explanation of learning assessed	Mastery Achieved	Proficiency Achieved	Proficiency Partially Achieved	Not Proficient
		# teams/8 teams			
4A2d Plan Creation and Implementation and 4a2e Planning Process Methods					
Collaborative Skills: project management	Plan is developed with realistic scope of work, detailed tasks, timeline, and person responsible.				
	Division of labor among team is equitable and makes best use of member strengths and interests.				
	Team monitors progress regularly and makes timely adjustments.				
	Team completes all deliverables and meets deadlines.				
Collaborative Skills: communication and relationship building	Communication within team is timely, succinct, complete, and clear.				
	Communication between team and partner is timely, succinct, and clear.				
	Team takes time to check in as people with each other and with partner.				
	Team provides appropriate, direct, and honest feedback (both positive and negative) to each other and to partner.				
	Trust and working relationships between team members.				
	Trust and working relationships between team and partner.				
4A2f) Leadership and Management:					
Team problem solving: adapting to the unexpected and obstacles	Team members have deep understanding of each other's strengths and challenges, including each other's preferred style in managing unanticipated problems.				
	Team always discusses, identifies, records, and plans for time availability and constraints of individual members.				
	Team members are as flexible with their schedules as possible and assume additional duties as necessary when unanticipated demands arise.				
	All potential solutions for unanticipated problems generated within the group are considered.				

4A3b) Equity, Diversity, and Social Justice:					
Ability to work across difference: understanding and respect for client/partner mission, interests, culture, and sensitivities	Team has deep understanding and respect for client/partner mission, interests, culture, and sensitivities.				
	Team reflects on and develops deep self-awareness of their own culture and positionality.				
	Team asks questions and initiates dialogue to develop deeper understanding.				
	Team acts in ways that are sensitive to the differences in culture and interests among their partner and stakeholders.				
4A2b) Visual Communications – written report	The design and layout (style, colors, font type, illustrative graphics) is highly compelling and appropriate, and greatly enhances readability and comprehension.				
	Structure and flow is very logical and of appropriate length.				
4A2b) Visual Communications – oral presentation	Visuals (maps, images, charts, etc.) are highly legible, of high quality, and greatly enhance understanding.				
	The design and layout (style, colors, font type, illustrative graphics) is highly compelling and appropriate, and greatly enhances readability and comprehension.				
	Structure and flow is very logical and of appropriate length.				
4A2b) Oral Communication – presentation	Visuals (maps, images, charts, etc.) are highly legible, of high quality, and greatly enhance understanding.				
	The project was presented at a good pace (not rushed), had smooth transitions, and ended on time.				
	Each presenter spoke clearly and loudly enough to be heard by all.				
	The language was accessible and illuminating to the lay public (acronyms were spelled out and jargon avoided).				
	Presenters were well-prepared, did not read from notes, or look at the slides while talking.				
4A2b) Oral Communication – presentation	Presenters maintained strong eye contact with the audience and were engaging (voice, tone, mood, humor, and level of energy).				
	There was significant cohesion between the verbal and visual messages.				

Assessment of Student Learning Outcomes: (UEP 255) Thesis and Capstone Exams

This table reports the assessment of students’ learning proficiency as demonstrated in their thesis projects or capstone exams. The students’ advisors submit this assessment following the students’ integration of feedback from both the advisor and reader/s provided in the thesis or exam defense. The assessment emphasizes students’ research and writing skills, especially their ability to synthesize a variety of sources of knowledge, their critical analysis skills, and their use of quantitative and/or qualitative analysis techniques. They use these skills in developing their substantive policy and planning knowledge (Competencies in the 41A category). Virtually all projects devote extensive attention to concerns of equity, diversity, justice, and sustainability. The 40 thesis projects and exams included in the table were submitted in the 2016/2017 academic year.

PAB Criterion	Explanation of learning assessed	Mastery Achieved	Proficiency Achieved	Proficiency Partially Achieved	Not Proficient
4A1 General Planning Knowledge; 4A2a Research	Synthesizes in-depth information from relevant sources that represent and explain various points of view/approaches.				
4A1 General Planning Knowledge 4A3b Equity, Diversity, Justice 4A3 Growth and Development	Thoroughly and systematically analyzes own and others' assumptions and carefully evaluates the relevance and effects of relevant social/cultural, political, economic, institutional, historical, and physical contextual factors. Nuanced discussion of the implications of omissions and biases.				
4A1 Existing Knowledge 4A2A Research Conclusions, Limitations, and Implications for Policy, Planning, and Practice	Conclusions are logically tied to the evidence and are discussed insightfully in relation to prior research or discourse in the field. Limitations are identified as the basis for future investigation. Raises relevant and useful implications for the policy/planning field that are clearly derived from findings.				
4A2A Research *	All elements of the theoretical framework and the methodology are skillfully developed and explained, taking into account concerns of reliability, validity, cultural sensitivity, and other biases.				
	Appropriately detailed information is taken/collected from multiple and varied sources. Viewpoints and assumptions of experts/research subjects are questioned thoroughly.				

4A2c Data Analysis Skills*	Proficiently employs <i>advanced</i> quantitative and/or qualitative techniques to effectively describe, test, and or elaborate findings, while considering challenges of reliability, validity, and cultural and other biases.				
	Organizes and synthesizes evidence to reveal important patterns, differences, or similarities related to focus.				
43A2b) Written Communication	Creates a compelling, clear, and connected narrative structure, using headings as appropriate, including an introduction and conclusion. The reader finds it easy to follow.				
	Uses clear and concise language to persuasively communicate meaning to the intended audience with appropriate terminology. There are few spelling or typographical errors. Citations are complete and formatted in a consistent standard style.				

* Projects or exams that do not have an empirical component have been excluded from these numbers.

Internship Supervisors' Assessment of Professional Preparedness: Our survey of Internship Supervisors provides prospective employers' perspectives on UEP student's preparedness for professional positions in the field. The following table includes the competencies and ranking scheme that comprise the assessment.

Internship Supervisors' Assessment of UEP Students' Preparedness for Professional Practice

	Clearly ready for professional practice	Ready but could use more practice	Not ready yet, but improving	Not ready for professional practice	Total
Manage project tasks					
Work independently and meet deadlines					
Collaborate with peers					
Work effectively with supervisor(s)					
Work effectively in public processes					
Work with people from diverse cultural backgrounds					
Collect and organize data and/or information					
Perform quantitative analysis					
Perform qualitative analysis					
Create high quality maps					
Perform spatial analysis					
Evaluate plans, policies or programs					
Make effective oral presentations					
Make effective visual presentations					
Communicate effectively in writing					

Alumni's Satisfaction with How UEP Prepared Them for Careers in Policy and Planning

Our survey of alumni 2-5 years post-graduation, conducted in May of 2016 (with a response rate of 67%), asked for self-assessments of how UEP prepared them for careers in policy and planning. The table below indicates the competencies included in the survey.

	Satisfied	Neutral	Dissatisfied
Understanding the kinds of social, environmental, and urban problems I seek to address			
Learning about the kinds of policy and planning solutions I seek to advance			
Making meaningful contributions to social or environmental justice efforts			
Acquiring skills to become a more effective practitioner.			
Clarifying my career/professional goals			
Securing a new position or advancing my position in a job held previously			
Developing professional networks			

Learning Outcomes Assessment
URPL5050 Urban Development
Instructors: Carrie Makarewicz and Rodney Milton

CU Denver - Department of Urban and Regional Planning
Proposed for Spring 2024

Instructional Goals

The course covers five main topic areas: 1) laws that set the stage for planning, and different types of plans; 2) the real estate development process, including development finance; 3) the development review process in relation to other plans and policies, such as parking, and zoning, as well as community engagement; 4) public finance; and 5) and impacts of development, including fiscal, transportation, and environmental.

After the course, students should be able to:

- Explain the comprehensive plan, its relationship to the zoning code, and how the plan regulates and guides other plans and private development.
- Understand sub-area plans in relation to the Comprehensive Plan and real estate development.
- Define land entitlements and provide examples.
- Explain how real estate developers shape their products to respond to the private market while staying within the regulations of the public sector.
- Be able to describe the key players and processes for a development project.
- Understand the risks involved in development and the complex resulting processes and timelines of real estate development and development finance.
- Describe the general and specific types of city policies, ordinances, review processes, and governing bodies that guide the development process, e.g., development review committees, variance procedures, plan commissions, city council, zoning board, etc.
- Be familiar with the main types and sources of financing methods for development, e.g., debt, equity, grants, bonds, tax credits, etc.
- Be familiar with the sources of revenues and other funding sources that local governments use for public capital improvements (G.O. bonds, revenue bonds, redevelopment notes (TIF), enterprise funds, and the general fund (sales, property, income taxes, fees, and intergovernmental grants).
- Explain why developers may be required to provide, upgrade, or offset costs to the jurisdiction through exactions, impact fees, dedications, etc. to provide or maintain, public infrastructure and how the public sector analyzes the fiscal impact of land development projects.

Assessment Plan

Learning Outcomes

The above instructional goals will be measured through the assessment of the following learning outcomes.

- **Purpose and Meaning of Planning:** why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have. *Demonstrated through your Summary of Modules 1 & 2.*
- **Planning Law:** legal and institutional contexts within which planning occurs. *Demonstrated through your Modules Summaries and the Completed Project Case Study*
- **Human Settlements and History of Planning:** growth and development of places over time and across space. *Demonstrated through your Completed Project Case Study, particularly the neighborhood/district context.*
- **The Future:** understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future. *This will be evaluated through the Site Plan exercises and the development pro forma.*
- **Research:** tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources. *Demonstrated through the data collected and analyzed for the Completed Project Case Study and the Proforma*
- **Written, Oral and Graphic Communication:** ability to prepare clear, accurate and compelling text, graphics, and maps for use in documents and presentations. *Demonstrated through your portion of the final presentation on the Completed Project Case Study*
- **Quantitative and Qualitative methods:** data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans. *Demonstrated through four assignments: individual data collected for your case study, your decision process in the Staff Report; the Site Plan Review Exercise; and the Proforma.*
- **Plan Creation and Implementation:** integrative tools useful for sound plan formulation, adoption, and implementation and enforcement. *Demonstrated through the Staff Report and the Completed Project Case Study, including the evaluation and comparison of the city's comprehensive plan, subdivision ordinance, and zoning code.*
- **Planning Process Methods:** tools for stakeholder involvement, community engagement, and working with diverse communities. *We will review a variety of community engagement tools and discuss their effectiveness in terms of promoting equity, inclusivity, and democracy through readings and in-class case study. You will also assess the planning or project approval process for your Completed Project Case Study.*
- **Professional Ethics and Responsibility:** appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics). *In class discussions, readings, and the Staff Report memo will reinforce issues of ethics and responsibility.*
- **Equity, Diversity and Social Justice:** key issues in equity, diversity, and social justice that emphasize planners' role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and

current systems and disparities, and promote racial and economic integration.

Demonstrated through your exploration of the plans and zoning in your Completed Project Case Study in relation to the Zoning for Equity policy guide, and through your reflection memo on the Staff Report.

- **Governance and Participation:** appreciation of the roles of officials, stakeholders, and community members in planned change. *Demonstrated through the discussion of governance and participation in your Completed Project Case Study, including the evaluation of the city's comp plan and zoning code, and in the memo portion of the Staff Report.*
- **Growth and Development:** appreciation of economic, social, and cultural factors in urban and regional growth and change. *Your understanding of these factors will be evaluated through the staff report and the review of the factors that influenced your Completed Project Case Study, and how the project is performing in relation to its use and surroundings.*
- **Health and Built Environment:** planning's implications on individual and community health in the places where people live, work, play and learn. *We will incorporate discussions of health and wellbeing throughout the course, but especially in the first module when we are discussing plans, including ULI's Healthy Places guide, and the third module when we discuss development evaluation tools. You will submit a reading response on ULI's Health Places guide in*

Assessment Outcomes				
Learning Outcome	Assessment Type(s)	Assessment Method	Results	Interpretation
Purpose and Meaning of Planning	<ul style="list-style-type: none"> • Modules 1 & 2 Summary: written review of first 9 weeks of course content in their words, one slide per week. 	<ul style="list-style-type: none"> • Mod. 1: Does the student correctly describe the relationships among plans, how they relate to zoning, and help to guide development? • Mod. 2: Does student connect development evaluation tools, e.g. HIA, FIAs, etc. to the purpose of planning 		
Planning Law	<ul style="list-style-type: none"> • Module summary: weeks 2 and 3 • Completed Project Case study: individual submission on the planner interview, and supplemental research that documents the institutional approval process and regulatory context for their case. 	<ul style="list-style-type: none"> • Accuracy and demonstration of understanding from weeks 2 and 3 on the authority to plan and the difference among 3 branches of government. • Do they document the process for the development's approval using the correct terms and demonstrate an understanding of the groups involved, and the laws and regulations that were utilized to approve the project? 		
Human Settlements	Completed Project Case Study-final memo on the influences that led to the project, and how the project is or may affect the surrounding area.	The student's discussion of the new development goes beyond the technical details of the project and considers its users, uses, activity, response to market influences, and potential impacts, whether positive, neutral, or negative. They also analyze how the final project reflects the plans and regulations, e.g., zoning, subdivision ordinance, that determined its size, placement, use, circulation, and design.		

Assessment Outcomes				
Learning Outcome	Assessment Type(s)	Assessment Method	Results	Interpretation
The Future	<ul style="list-style-type: none"> • Site Plan exercise • Development Proforma 	<ul style="list-style-type: none"> • Discussion of the development's site proposal and whether it complies with the zoning code and how the site plan review ensures future development is safe, in line with plans, and specific to the context, or not. • Cover memo accompanying the proforma: do they describe the market for the development and the assumptions used for their lease/sale rates, future vacancies, costs escalations, etc.? • Student evaluates the developer request in their staff report relative to the future plans for the area and how a zoning variance aligns with the future goals for the area. 		
Research	<ul style="list-style-type: none"> • Completed Project case study • Proforma • Staff report 	<ul style="list-style-type: none"> • Student effectively identifies and utilizes primary and secondary sources to gather required information on their case study. • Student used legitimate and innovative sources to determine appropriate input costs, expenditures, and revenue projections for their project. 		

Assessment Outcomes				
Learning Outcome	Assessment Type(s)	Assessment Method	Results	Interpretation
Quantitative and Qualitative methods	<ul style="list-style-type: none"> • Site plan review exercise • Proforma • Completed Project Case Study 	<ul style="list-style-type: none"> • Student accurately uses measurements and other details to evaluate whether a proposed project’s site plan meets the various requirements in the zoning code and subdivision ordinance. • Student’s proforma “pencils out” using logical inputs that were well researched and accurate projection/forecast and investment values. Their IRR is within the required band. • Student gathers qualitative information for their case study to study its genesis, development process, and current state, including site visits, interviews, and content analysis. 		
Plan Creation & Implementation	<ul style="list-style-type: none"> • Staff report • Completed Project Case study 	<ul style="list-style-type: none"> • Student accurately assess the planning documents that relate to the proposed zoning variance application and whether or not development within the requested zoning will meet the planning objectives for the area. • Student fully assesses how well the development meets the city’s zoning and planning goals, thereby helping to implement the city’s plans. They also recognize the limits to plans and the level of detail in them compared to the site level. 		

Assessment Outcomes				
Learning Outcome	Assessment Type(s)	Assessment Method	Results	Interpretation
Planning Process methods	<ul style="list-style-type: none"> Completed project case study 	<ul style="list-style-type: none"> Student describes the public engagement process, if any, required for their development, as well as the final project approval. If no public engagement was required or utilized, they discuss the appropriateness of the by-right approval and how it is dependent on prior public engagement with the zoning code and plan adoption. In-class discussion not assessed. 		
Professional Ethics and Responsibility	<ul style="list-style-type: none"> Staff report In-class discussions 	<ul style="list-style-type: none"> In the Staff Report reflection memo, the student thoughtfully reflects on the criteria used to judge their recommendation for the zoning variance; whether they felt the criteria and guidance helped them to make their judgement with full consideration of the impact on the public, and fairness to the land owner, and how their decision process was supported by the code of ethics and professional responsibility. In-class discussions not assessed 		
Equity, diversity, and social justice	<ul style="list-style-type: none"> Completed Project Case Study Reflection memo on the staff report 	<ul style="list-style-type: none"> Comparison of the zoning governing their project using the Zoning for Equity policy guide. Discussion of equity, diversity, and social justice in their reflection of the projects request for a zoning variance and including whether the process is fair, if JEDI is considered sufficiently in the review criteria 		

Assessment Outcomes				
Learning Outcome	Assessment Type(s)	Assessment Method	Results	Interpretation
Governance and participation	<ul style="list-style-type: none"> • Staff Report • Completed Project Case Study 	<ul style="list-style-type: none"> • Should the approval require public input? Why or why not? • What was the process of approval for the development: if by-right, were plans and codes that guide it sufficiently developed with public input? If it's not by-right was the process robust, ensuring input from affected stakeholders? 		
Health and Built Environment	<ul style="list-style-type: none"> • Reading response comparing ULI's Healthy Places guide to the Plan 4 Health, and other health in planning guides. 	<ul style="list-style-type: none"> • Student demonstrates understanding of the various measures used in planning for healthy communities and the differences in terminology, goals, values, purposes, and outcomes among the different community health planning guides and best practices. 		

MURP Thesis/Masters Research Project Evaluation

Please rate the student work using the criteria below. The indicators under the main headings provide guidance to help you evaluate the overall competence of the specific area listed. Based on the student's topic, certain indicators may be more emphasized than others. Please assess each major heading. Indicate your assessment of each heading below by checking the box corresponding to the value you determine to be appropriate on a scale of 1 to 5 where 1 is the weakest and 5 is the strongest.

<i>Student name (below)</i>	<i>Thesis/Masters Research Project title (below)</i>
<i>Reviewer Name (below)</i>	<i>Position/Affiliation (below)</i>

<i>the thesis or masters research project demonstrates...</i>		weakest	1	2	3	4	5	strongest
Understanding Planning Knowledge	an understanding of the issues and the general body of knowledge of the profession of urban and regional planning. The literature review, including application of relevant precedent and theory, should inform the final product.	1	2	3	4	5		
Professional Skills	core professional skills in urban and regional planning.	1	2	3	4	5		
Ethics	demonstrates understanding of ethics in the field. The methodology and recommendations are reflective of and incorporate planning ethics.	1	2	3	4	5		
Critical Thinking Skills	the ability to think critically, analytically and logically. The results of research, analysis, synthesis are defensible and logical, and significantly inform the final product.	1	2	3	4	5		
Effective Communication/Professionalism	professional skills in the areas of visual, oral and written communications.	1	2	3	4	5		
Research Methodologies and Conclusions	methodologies, results of the research findings, and conclusions appropriate to research focus.	1	2	3	4	5		
Comments from Reviewers	please provide suggestions for improving this evaluation form and process.							

For Committee Members: The committee has examined the candidate and has adjudged his/her performance:

Satisfactory: _____

Unsatisfactory: _____

URP 6341 Urban Planning Project (Studio) Review

Please rate the studio presentation and supporting materials using the criteria below. The indicators under the numbered major headings provide guidance on each of these headings. Please assess each major heading. Indicate your assessment of each heading below by checking the box corresponding to the value you determine to be appropriate on a scale of 1 to 5 where 1 is the weakest and 5 is the strongest. You can provide additional comments under each heading.

URP 6341 - Title of Studio (below)	Student Group - Names (below)

		weakest	1	2	3	4	5	strongest
Students:								
1. Background and Inventory								
Comments:	synthesize information gathered in field observations and other data collection in graphic and written form reflecting comprehension, representation, and use of relevant ideas and information in the planning field.	1	2	3	4	5		

2. Policy and Plan Review								
Comments:	demonstrate research and critical thinking skills reflecting comprehension and use of relevant ideas and information in the planning field.	1	2	3	4	5		

3. Identification and Analysis of Opportunities and Constraints								
Comments:	combine, analyze, and synthesize information from multiple sources to support decision-making.	1	2	3	4	5		

4. Assessment of Applicable Best Practices								
Comments:	assess and synthesize best practices relevant to the project.	1	2	3	4	5		

5. Values and Ethics								
Comments:	demonstrate an understanding of professional ethics and responsibility and engagement with social justice issues as relevant.	1	2	3	4	5		

6. Communication Skills								
Comments:	apply professional visual, oral, and written communication skills.	1	2	3	4	5		

7. Group Participation								
Comments:	show evidence of coordination and teamwork.	1	2	3	4	5		

Comments from Reviewers	
Please provide any additional comments on individual students and the group as applicable:	

Community and Regional Planning: Student Learning Outcomes
Student Self-Assessment at the Graduate Review

Please evaluate each outcome below:	Poor (1)	Fair (2)	Good (3)	Excellent (4)
<i>A. Goal 1: Develop knowledge of theory, understand the historical context and know how to take reflective action. Work with historical and empirically based ideas to evaluate how communities work and formulate appropriate planned interventions.</i>				
A.1. Outcome 1: Students can develop and interpret strategies grounded in both historical context and data to recommend planning interventions in local, regional, national, and/or international issues.				
Comments				
<i>B. Goal 2: Develop practical knowledge about how communities work through understanding the manner in which social, economic, political and cultural institutions and organizations function and interact.</i>				
B.1. Outcome 2: Students learn how to assess the ways communities interact with institutions and organizations that manage natural, built and local economic systems including land use, land tenure, and local economic development and other resources for mutual well-being.				
Comments				
<i>C. Goal 3: Use analytic methods and geospatial tools for determining the social, economic, and environmental conditions of communities in order to determine and measure change over time.</i>				
C.1. Outcome 3: Students are able to use quantitative and qualitative analysis to produce insights into planning problems and communicate outcomes clearly and effectively to diverse audiences and in a variety of verbal, graphic and written formats.				
Comments				
<i>D. Goal 4: Develop skills in plan- and policy-making by knowing the elements of local and regional, comprehensive and strategic plans and their related policies. Students know the relationship between policy guidance and regulatory requirements in physical planning, economic and community development, and natural resource and environmental health.</i>				
D.1. Outcome 4: Students produce rigorous, complete, well-written, and graphically pleasing community-based plans, policies and/or critical analyses.				
Comments				
<i>E. Goal 5: Act in a variety of professional planning roles and engage in ethical practice seeking social equity, economic stability, and sustainable development in the community applied research.</i>				
E.1. Outcome 5: Students demonstrate knowledge of the key roles planners play in place- and policy-making, and pursue solutions recognizing physical, cultural, economic, social and/or environmental sustainability.				
Comments				
Total Score for 5 Outcomes:				

Community and Regional Planning: Student Learning Outcomes
Student Self-Assessment at Thesis/Professional Project Defense

Please evaluate each outcome below:	Poor (1)	Fair (2)	Good (3)	Excellent (4)
<i>A. Goal 1: Develop knowledge of theory, understand the historical context and know how to take reflective action. Work with historical and empirically based ideas to evaluate how communities work and formulate appropriate planned interventions.</i>				
A.1. Outcome 1: Students can develop and interpret strategies grounded in both historical context and data to recommend planning interventions in local, regional, national, and/or international issues.				
Comments				
<i>B. Goal 2: Develop practical knowledge about how communities work through understanding the manner in which social, economic, political and cultural institutions and organizations function and interact.</i>				
B.1. Outcome 2: Students learn how to assess the ways communities interact with institutions and organizations that manage natural, built and local economic systems including land use, land tenure, and local economic development and other resources for mutual well-being.				
Comments				
<i>C. Goal 3: Use analytic methods and geospatial tools for determining the social, economic, and environmental conditions of communities in order to determine and measure change over time.</i>				
C.1. Outcome 3: Students are able to use quantitative and qualitative analysis to produce insights into planning problems and communicate outcomes clearly and effectively to diverse audiences and in a variety of verbal, graphic and written formats.				
Comments				
<i>D. Goal 4: Develop skills in plan- and policy-making by knowing the elements of local and regional, comprehensive and strategic plans and their related policies. Students know the relationship between policy guidance and regulatory requirements in physical planning, economic and community development, and natural resource and environmental health.</i>				
D.1. Outcome 4: Students produce rigorous, complete, well-written, and graphically pleasing community-based plans, policies and/or critical analyses.				
Comments				
<i>E. Goal 5: Act in a variety of professional planning roles and engage in ethical practice seeking social equity, economic stability, and sustainable development in the community applied research.</i>				
E.1. Outcome 5: Students demonstrate knowledge of the key roles planners play in place- and policy-making, and pursue solutions recognizing physical, cultural, economic, social and/or environmental sustainability.				
Comments				
Total Score for 5 Outcomes:				

Community and Regional Planning: Student Learning Outcomes
Thesis or Professional Project Committee
Assessment of Student's Work at the Thesis or Professional Project Defense

Please evaluate each outcome below:	Poor (1)	Fair (2)	Good (3)	Excellent (4)
<i>A. Goal 1: Develop knowledge of theory, understand the historical context and know how to take reflective action. Work with historical and empirically based ideas to evaluate how communities work and formulate appropriate planned interventions.</i>				
A.1. Outcome 1: Students can develop and interpret strategies grounded in both historical context and data to recommend planning interventions in local, regional, national, and/or international issues.				
Comments				
<i>B. Goal 2: Develop practical knowledge about how communities work through understanding the manner in which social, economic, political and cultural institutions and organizations function and interact.</i>				
B.1. Outcome 2: Students learn how to assess the ways communities interact with institutions and organizations that manage natural, built and local economic systems including land use, land tenure, and local economic development and other resources for mutual well-being.				
Comments				
<i>C. Goal 3: Use analytic methods and geospatial tools for determining the social, economic, and environmental conditions of communities in order to determine and measure change over time.</i>				
C.1. Outcome 3: Students are able to use quantitative and qualitative analysis to produce insights into planning problems and communicate outcomes clearly and effectively to diverse audiences and in a variety of verbal, graphic and written formats.				
Comments				
<i>D. Goal 4: Develop skills in plan- and policy-making by knowing the elements of local and regional, comprehensive and strategic plans and their related policies. Students know the relationship between policy guidance and regulatory requirements in physical planning, economic and community development, and natural resource and environmental health.</i>				
D.1. Outcome 4: Students produce rigorous, complete, well-written, and graphically pleasing community-based plans, policies and/or critical analyses.				
Comments				
<i>E. Goal 5: Act in a variety of professional planning roles and engage in ethical practice seeking social equity, economic stability, and sustainable development in the community applied research.</i>				
E.1. Outcome 5: Students demonstrate knowledge of the key roles planners play in place- and policy-making, and pursue solutions recognizing physical, cultural, economic, social and/or environmental sustainability.				
Comments				
Total Score for 5 Outcomes:				