



Site Visitor Training

Student Learning Outcomes Assessment

PAB Standards and Criteria
Criterion 4D





Learning Objectives

- Differentiate between programmatic assessment and student learning outcomes assessment
- Identify direct and indirect measures
- Analyze a program's student learning outcomes assessment plan to determine compliance with PAB standards.





Standard 4. Curriculum and Instruction

4A. Guiding Values

4B. Required Knowledge & Skills of the Profession

4C. Electives

4D. Student Learning Outcomes Assessment

4E. Instructional Delivery and Scheduling

4F. Facilities

4G. Information & Technology





Outcomes Assessment

Two sets of assessments:

- **Program improvement** *aka program assessment*
 - Monitor the progress of **programs** in meeting their strategic goals (productivity, quality, contribution to profession and knowledge, service to community, etc.)
 - PAB Criterion 1A and 1B

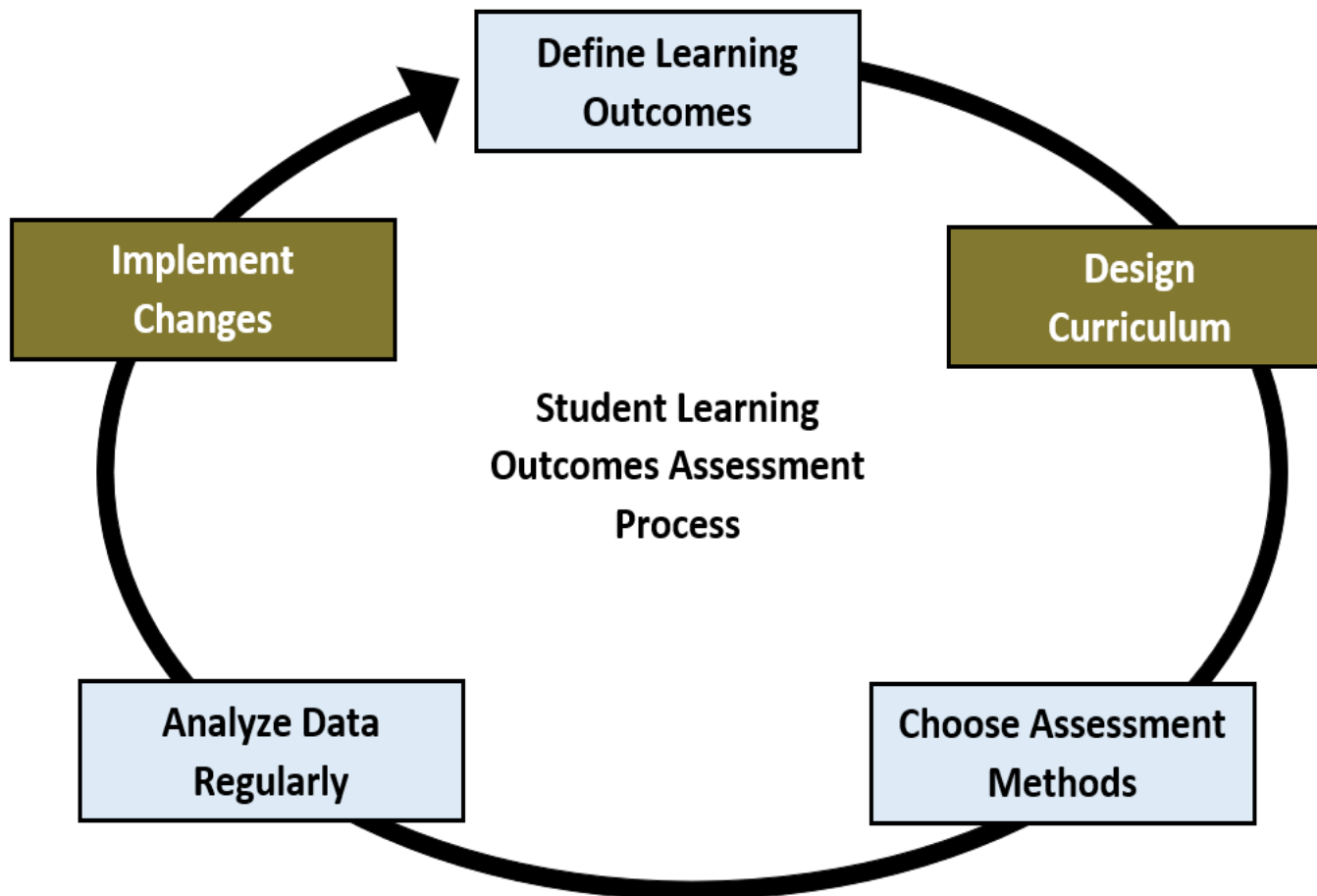
- **Student learning**
 - Identify the **learning of students** (knowledge, skills, experience, predispositions/values, etc.)
 - What will they need for practice?
 - PAB Criterion 4D

*Make continuous **adjustments and improvements** to both.*





SLO Assessment Process Loop





Student Learning Outcomes (SLO)

Students

- What students do

Learning

- Knowledge: Know by end of program
- Skills: Do by the end of program or sooner
- Values and Habits of minds: Ability to discern, prioritize, challenge, etc.

Outcomes

- Identify what students have learned and what they can apply in practice





Expected Knowledge & Skills

Criterion 4B1. General Planning Knowledge in Global Context

- a. Planning History and Theory
- b. Planning Law and Institutions
- c. Urban and Regional Development

Criterion 4B2. Skills and Tools for Planning Practice

- a. Planning Process and Engagement
- b. Analytical Skills and Tools
- c. Professional, Communication, and Leadership Skills



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Guiding Values

Criterion 4A. Guiding Values

1. Equity, Diversity, Social Justice, and Inclusion
2. Sustainability, Resilience, and Climate Justice
3. Professional Ethics & Responsibility (includes APA/AICP Codes of Ethics)



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Example SLO

- Apply lessons **from planning history and theory** to the current conditions of diverse urban settings
- Construct, articulate, and defend a community-based process of advocacy and change to achieve a more just, equitable and sustainable community

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

- National Institute for Learning Outcomes Assessment



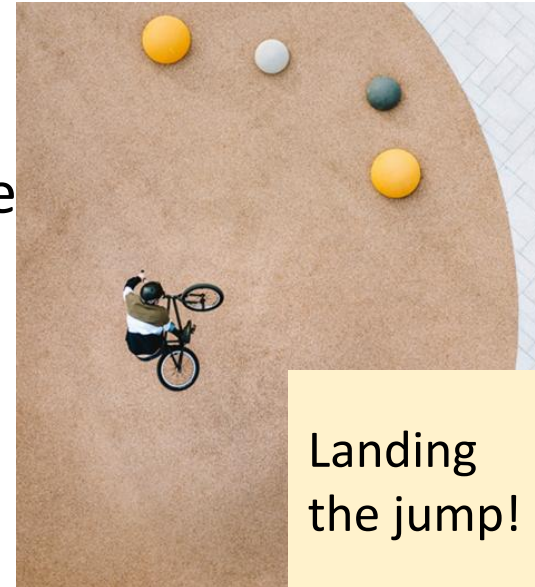


Measuring SLOs: Direct

Direct Measures (Most valid)

Tangible, visible evidence of what students have and have not learned as a result of a course, project, etc.

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





Measuring SLOs: Indirect

Indirect Measures (valuable supplement)

Opinions, reflections, or secondary evidence of students' knowledge, skills and values

- Course grades (do not necessarily distinguish which knowledge, skills, values areas achieved)
- Surveys (measures opinions and satisfaction)
- Student self-ratings (lacks objectivity)
- Honors, Awards, Scholarships (uncertainty in criteria applied)



Measuring SLOs: Rubric Examples

Student:		Unacceptable	Acceptable	Good	Exemplary
URP competencies	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.



Measuring SLOs: Rubric Examples

GRADING AREAS	GRADING CRITERIA			Weight
	*PAB Values	PAB Knowledge/Skills	Guidance	
Quantitative - Qualitative Methods (UBPL 741, UBPL 742 OR PUAD 836)	-Equity, Diversity, Social Justice, & Inclusion -Professional Ethics & Responsibility	-Analytical Skills & Tools	- Describes what data are needed and how that data should be analyzed AND - Demonstrates recognition of possible data issues in case (e.g. incomplete, inaccurate, misleading, poor sampling, etc.)	10%
Planning History & Theory (UBPL 785)	-Equity, Diversity, Social Justice, & Inclusion -Professional Ethics & Responsibility	-Planning History and Theory	- Applies knowledge of “theories of planning” to proposed action OR - Applies knowledge of planning history to case analysis or proposed action OR - Describes how proposed action reflects what planners profess OR - Appropriately chooses a “theory in planning” to analyze case	10%
Professional Practice and Equity (UBPL 763 and UBPL 777)	-Equity, Diversity, Social Justice, & Inclusion -Professional Ethics & Responsibility	-Professional Communication & Leadership Skills -Planning Process & Engagement	- Recommends appropriate/effective/equitable process of public participation OR - Evaluates ethical components of case or proposed action	10%
Planning Institutions (UBPL 736)	-Equity, Diversity, Social Justice, & Inclusion, -Professional Ethics & Responsibility	-Planning Law & Institutions	- Identifies legal parameters of planning in the case OR - Identifies legal process to be followed in proposed action	10%
Urban Economic Theory and Analysis, Climate Change & Hazards (UBPL 705 and UBPL 780)	-Sustainability, Resilience, & Climate Justice	-Urban & Regional Development	- Describes how economic, climate action, and/or regional theory could help understand context of the case AND - Describes how one or more economic, climate action, and/or regional analysis tools could be integrated into proposed action	10%
Specialization/Topic Area	-Equity, Diversity, Social Justice, & Inclusion -Sustainability, Resilience, & Climate Justice -Professional Ethics & Responsibility	-Planning History -Planning Theory -Planning Law & Institutions -Planning Process & Engagement -Urban & Regional Development -Analytical Skills & Tools -Professional, Communication, & Leadership Skills	- Demonstrates understanding of how context of case is relevant to its analysis AND - Applies specialized knowledge to case	40%
Overall Presentation	-Professional Ethics & Responsibility	-Professional, Communication, & Leadership Skills	- Effective Writing, Graphics AND - Effective presentation of document	10%
*PAB = Planning Accreditation Board			Total	100%



Example SLO & Measure

- Apply lessons **from planning history and theory** to the current conditions of diverse urban settings

Measure: Case study analysis paper in course UBPL 785

- Construct, articulate, and defend a community-based process of advocacy and change to achieve a more just, equitable and sustainable community

Measure: Oral Presentation in course UBPL 705





The Curriculum Map

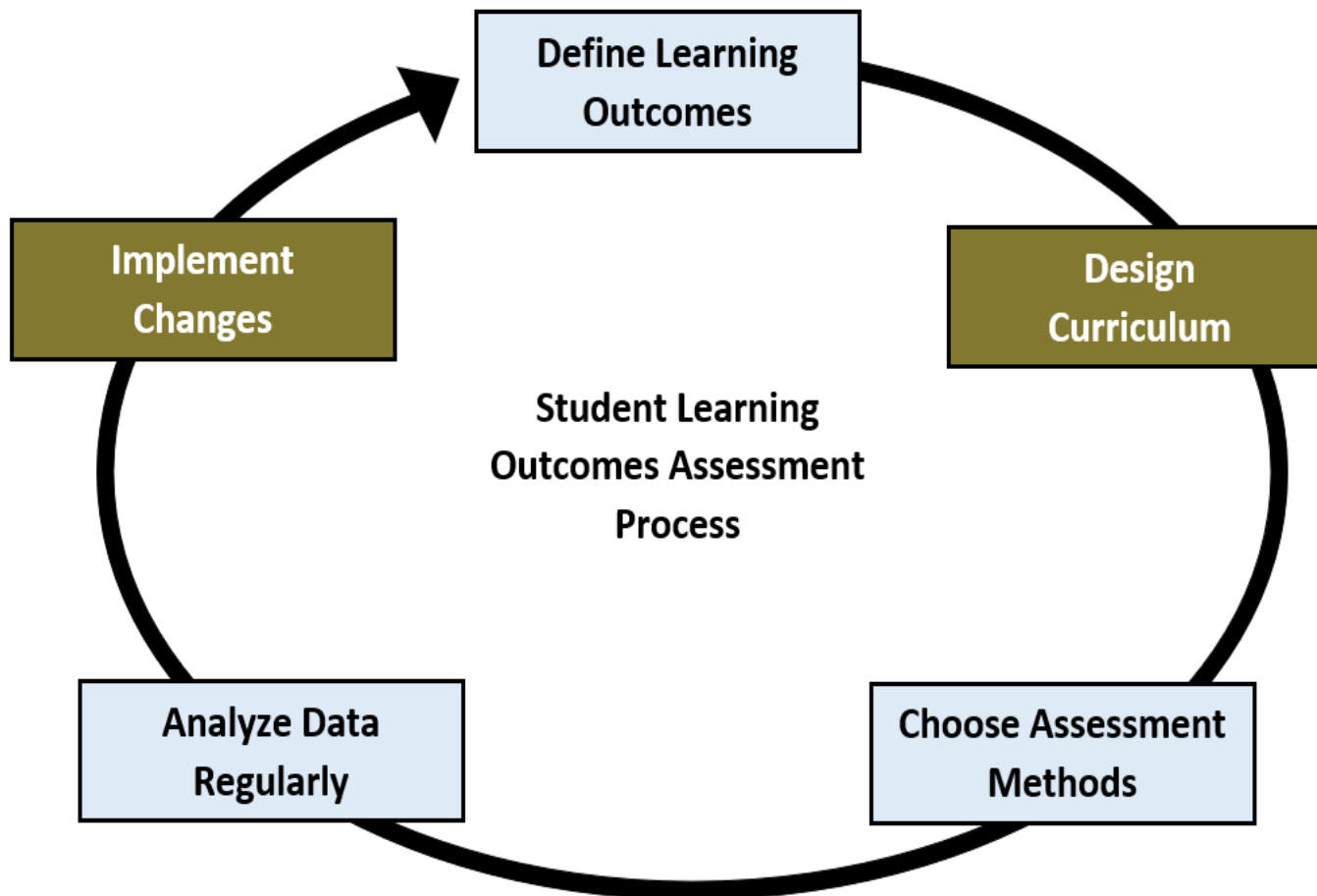
Curriculum Map Courses Required of All Students		Course # and Title
A. Guiding Values		
1) <i>Equity, Diversity, Social Justice, and Inclusion</i> : key issues of equity, diversity, and social justice, including planners' role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through critical examination of past and current systems; and promoting racial and economic equity.		
2) <i>Sustainability, Resilience, and Climate Justice</i> : environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.		
3) <i>Professional Ethics and Responsibility</i> : 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).		



- Look for direct measures in courses indicated on the Curriculum Map (Criteria 4A & 4B)



Closing the Loop





Potential Challenges

- Lack of defined student learning outcomes and measures
- Primary use of indirect measures
- Student learning outcomes not aligned with the program's mission





Essential Questions for Effective Site Visits

- Are student learning outcomes defined appropriate to the program and its mission? (**Definition & link to PAB criteria 4A and 4B**)
- How are student learning outcomes measured? (**Methods**)
- Is there a written assessment process for student learning outcomes? (**Schedule**)
- Have they provided a summary of results and discussion? (**Reflection**)
- Is there a feedback loop and opportunity for improvement included? (**Implementation**)





Seasoned Site Visitor Advice

“Thinking ‘how do we know what students know’ beyond the grade they get in a class is a critical reflection that needs to be made.”

Maria Manta Conroy, Ph.D.
Professor
The Ohio State University





Thank you for your time,
attention, and commitment to
the planning profession.



Happy
visiting!



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