

## Urban and Regional Planning Program, Michigan State University

### Rubric for Student Learning Outcomes Assessments

<b>Criteria</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Competent</b>	<b>Exemplary</b>
<u>Knowledge</u>	Unfamiliar with planning knowledge, the basic purpose, meaning, and history of planning.	Shows an awareness of the fundamental planning knowledge required for the profession.	Demonstrates broad planning knowledge and is able to use it in different hypothetical scenarios.	Efficiently and confidently applies appropriate knowledge to solve complex planning problems.
<u>Values and ethics</u>	No recognition of, or understanding the reasoning behind, professional ethics and responsibilities or guiding values of the planning profession.	Able to identify and define professional ethics and responsibilities or guiding values of the planning profession.	Able to honor and reliably apply professional ethics and responsibilities or guiding values of the planning profession to different planning scenarios	Able to efficiently and adeptly apply professional ethics and responsibilities or guiding values of the planning profession to complex and uncommon planning scenarios.
<u>Analytical Writing Skills</u>	Unable to use evidence to develop a written argument.	Able to use narrative, figures, or data to develop a written argument, but the argument lacks structure or organization, while grammar and punctuations is inconsistently applied.	Able to use narrative, figures, and data to develop a well-structured written argument that has adequate grammar and punctuation, but style and tone are inconsistently applied.	Able to use narrative, figures, and data to develop a well-written argument comparable to a professional report.
<u>Planning Skills</u>	Unable to use planning techniques.	Able to use basic planning technique with substantial supervision/support.	Able to use advanced planning techniques with some supervision/support.	Able to use advanced planning techniques with minimal to no supervision/support.
<u>Public Speaking Skills and Planning Processes</u>	Unable to conduct planning processes and be an effective public speaker	Weak public speaking skills and able to conduct planning processes with substantial supervision/support	Appropriate public speaking skills and able to conduct planning processes with some supervision/support.	Excellent public speaking skills and able to conduct planning processes with minimal to no supervision/support.