

MAJOR PROGRAM ASSESSMENT PLAN
Urban and Regional Planning BS (BS-NS UPR)
Geography and Planning Department

Assessment Plan

Student Learning Goals/Objectives	Courses* Resulting in Outcomes/Goals	Activities Resulting in Outcomes/Goals	Measures/Criteria/Rubrics of Student Achievement of Goals/Objectives	Timetable
1) Students will understand the basic themes in the planning field and the multidisciplinary aspects of the profession.	PLN 215, 225, 315, 340, 401, and 431, plus electives	Written tests, assignments, projects (individual and group), papers, participation in class discussions, internships	Students demonstrate subject area mastery in PLN 315. Measured based on the average score (out of 100) on course test and quiz grades as follows: Exceeding 83-100; Meeting 73-82, Approaching 60-72; Does Not Meet <60.	Spring semesters
2) Students will be able to assemble ideas and information from prior planning practice and scholarship and understand its relationship to plan development.	PLN 215, 225, 315, 325, 340, 401, and 431, plus electives	Written tests, assignments, projects (individual and group), papers, participation in class discussions, internships, practicum project	Students demonstrate subject area mastery in PLN 431 Planning Practicum. The written component of the practicum project will be evaluated using a common rubric (see attached).	Spring semesters
3) Students will be able to organize planning information into maps, graphs, and other visual representations and analyze that information to seek patterns, relationships, and connections.	PLN 215, 225, 315, 325, 340, 401, and 431, plus electives	Written tests, assignments, projects (individual and group), papers, participation in class discussions, internships, practicum project	Students demonstrate subject area mastery in PLN 431 Planning Practicum. The written component of the practicum project will be evaluated using a common rubric (see attached).	Spring semesters
4) Students will be able to prepare and deliver clear and convincing written and oral presentations.	PLN 215, 225, 315, 325, 340, 401, and 431, plus electives	Oral presentations in classes, project proposal presentation, final project presentation, papers, internships, practicum project	Students demonstrate subject area mastery in PLN 431 Planning Practicum. The written component of the project and the project presentation will be evaluated using common rubrics (see attached).	Spring semesters

*Course titles: PLN 215 Introduction to Urban and Regional Planning; PLN 225 Planning Methods; PLN 315 Principles of Urban and Regional Planning; PLN 325 Maps and Mapmaking Using GIS; PLN 340 Land Use Planning and Zoning; PLN 401 Comprehensive Planning Principles; PLN 431 Planning Practicum

Process/procedures for making changes if suggested by assessment results:

The Geography & Planning Department will meet as a group during the semester following assessment to discuss the summary of major program assessment. Based on results of student performance with regard to each goal/objective, the Department will identify strengths and weaknesses in the curriculum. Courses and/or curriculum will be revised if necessary; or, the goals/objectives might be modified.

Curriculum Map

SLO	PLN 215	PLN 225	PLN 315	PLN 325	PLN 340	PLN 401	PLN 431	Electives	Assessment
Students will understand the basic themes in the planning field and the multidisciplinary aspects of the profession.	I	I	I, R, M		R	R	R	R	Students demonstrate subject area mastery in PLN 315. Measured based on the average score (out of 100) on course test and quiz grades as follows: Exceeding 83-100; Meeting 73-82, Approaching 60-72; Does Not Meet <60.
Students will be able to assemble ideas and information from prior planning practice and scholarship and understand its relationship to plan development.	I	R	R		R	R	R, M	R	Students demonstrate subject area mastery in PLN 431 Planning Practicum. The written component of the practicum project will be evaluated using a common rubric (see attached).
Students will be able to organize planning information into maps, graphs, and other visual representations and analyze that information to seek patterns, relationships, and connections.	I	I, R	R	R	R	R	R, M	R	Students demonstrate subject area mastery in PLN 431 Planning Practicum. The written component of the practicum project will be evaluated using a common rubric (see attached).
Students will be able to prepare and deliver clear and convincing written and oral presentations.	I	I	R	R	R	R	R, M	R	Students demonstrate subject area mastery in PLN 431 Planning Practicum. The written component of the project and the project presentation will be evaluated using common rubrics (see attached).

I=Introduced; R=Reinforced; M=Mastery

Rubrics

SLO: Students will be able to assemble ideas and information from prior planning practice and scholarship and understand its relationship to plan development.

Assessment measure: Score on background component of practicum project

Exceeds Standard (83-100 out of 100)	Meets Standard (73-82 out of 100)	Approaching Standard (60-72 out of 100)	Does Not Meet Standard (< 60 out of 100)
The paper provides a thorough and up-to-date review of planning documents and scholarship. Important issues or ideas are raised. The gaps in current knowledge are clearly identified and significant directions and approaches that fill these gaps are identified.	The paper demonstrates a good understanding of the topic. A few relevant sources may be missing, but the paper demonstrates a thorough command of the topic. Related planning documents and scholarship are credibly summarized. The gaps in current knowledge are identified and directions and approaches that fill these gaps are identified.	The paper demonstrates a basic understanding of topic. Major issues related to the paper's topic may be overlooked or under-explained. The summary of literature lacks organization and gaps in current knowledge are not sufficiently identified.	The paper demonstrates a poor/absent understanding of the topic. The paper shows little development, as support of ideas is missing and references provided may be off topic or be unduly brief. Major issues related to the topic are not addressed.

SLO: Students will be able to organize planning information into maps, graphs, and other visual representations and analyze that information to seek patterns, relationships, and connections.

Assessment measure: Score on analysis and visualization component of practicum project

Exceeds Standard (83-100 out of 100)	Meets Standard (73-82 out of 100)	Approaching Standard (60-72 out of 100)	Does Not Meet Standard (< 60 out of 100)
Data, collected first hand or from other sources, is synthesized and visually represented in an effective and creative manner as to address the project's topic. Maps, graphs, and other visual representations are clearly labeled, accurate, and well designed for ease of understanding.	Data, collected first hand or from other sources, is synthesized and visually represented in a way that supports the project's topic, but contains a few flaws in either its collection or presentation. Maps, graphs, and other visual representations are clearly labeled and accurately report the findings.	Data, collected first hand or from other sources, is incorporated in a way that supports the project's topic, but contains noteworthy flaws in its collection or presentation. Maps, graphs, and other visual representations lack clarity.	The absence of data or the use data in a way that does not support the project's topic. There are no supporting maps, graphs, and other visual representations.

SLO: Students will be able to prepare and deliver clear and convincing written and oral presentations

Assessment measure: Score on written component and oral presentation of practicum project

A: Written component of practicum project

	Exceeds Standard (83-100 out of 100)	Meets Standard (73-82 out of 100)	Approaching Standard (60-72 out of 100)	Does Not Meet Standard (< 60 out of 100)
Content	The paper demonstrates a comprehensive and sophisticated understanding of the topic.	The paper demonstrates a good understanding of the topic	The paper demonstrates a basic understanding of topic.	The paper demonstrates a poor/absent understanding of the topic.
Organization and development	The main point of each section is clear. Each section leads clearly to the next and sustains the paper's topic and direction.	Overall organization is clear and logical; however, some individual sentences, even an occasional paragraph, may require reworking or relocation.	The paper's organization is generally apparent, but transitions may be weak and lapses in paragraph/section unity may lessen the paper's effectiveness and weaken its clarity.	The paper's organization may be random or the paper may lack focus.
Communication	The writer is obviously aware of and committed to communicating with an appropriate, identifiable audience.	The writer's language may be less specific or appropriate. Vocabulary usage suggests some thought in choice and sensitivity to audience.	Awareness of audience is less evident. The writer's choice of voice and vocabulary indicates a limited understanding of the intended audience.	The writer's choice of voice and vocabulary indicates a lack of understanding of the intended audience. The writer does not exhibit sufficient control over the clear, effective expression of ideas.
Mechanics	The paper is clear, concise, and creative. Mechanical and grammatical errors are few. The paper shows competent editing and careful proofreading. References are appropriate and accurately cited throughout the paper and on the reference page.	Though the paper may contain minor grammatical and mechanical errors, these do not detract substantially from a good paper. References are appropriate and accurately cited.	Most sentences are correct, but some may contain errors in grammar, punctuation, or sentence structure. Errors are distinct and noticeable, but not so severe as to impede understanding. Some references may not be appropriate or accurately cited.	Spelling and grammar mistakes are numerous and distracting. Mechanical problems impede understanding. The reader is often forced to pause or backtrack to follow discussion. The writer needs to revise extensively for clarity, focus, and correctness. References are inappropriate and not acknowledged. Evidence of plagiarism may be apparent.

B: Oral presentation of practicum project

	Exceeds Standard (83-100 out of 100)	Meets Standard (73-82 out of 100)	Approaching Standard (60-72 out of 100)	Does Not Meet Standard (< 60 out of 100)
Organization	Well organized presentation with clearly stated objective/goal and excellent integration of content.	An organized presentation with stated objective/goal and a clear delineation of content.	Objective/goal and content are less clear.	Failed to describe the objective/goal and presentation is disorganized.
Content	<p>Displayed real insight into the topic being investigated and has original suggestions for further investigations.</p> <p>Explained and expanded on information in slides during the presentation.</p> <p>Spoke about content with confidence and authority.</p>	<p>Displayed a good understanding of the topic being investigated.</p> <p>Spoke about content with confidence.</p>	Demonstrated a basic understanding of the topic being investigated.	<p>Demonstrated a poor/absent understanding of the topic being investigated.</p> <p>Numerous errors in usage of terminology or errors of fact which reflect a lack of understanding of the research project and results.</p>
Presentation style	<p>Oriented audience to tables, figures and graphs and explicitly led them through the project.</p> <p>Spoke clearly.</p> <p>Established eye contact with audience throughout the presentation.</p>	<p>Oriented audience to tables, figures and graphs and led them through the project.</p> <p>Spoke clearly with a few references to notes.</p> <p>Established eye contact with audience throughout the presentation, although may have displayed some evidence of nervousness.</p>	<p>Visual aids included project components, but presenter failed to actively refer to visual aids during much of the presentation.</p> <p>Spoke audibly, but read much of the presentation verbatim from notes or off slides and/or used distracting speech pattern (“like, you know, uh”, etc.) numerous times</p> <p>Only occasionally made eye contact with audience.</p>	<p>Visual aids failed to summarize project components.</p> <p>Spoke quietly or mumbled such that much of the presentation was inaudible and failed to make eye contact with audience.</p>
Interaction	Answered questions clearly and directly.	Answered questions clearly.	Answered questions reasonably well, although knowledge of the topic beyond the immediate project was not demonstrated.	Answers to questions demonstrated insufficient knowledge of topic.

Oral Communication Presentation Evaluation Form

Presenter _____

	Rank*			
	Excellent		Poor	
	4	3	2	1
ORGANIZATION				
Clearly states the goal or objective for the presentation				
Summarizes and distills main points at the end of the presentation				
Appears well prepared for the presentation				
CONTENT				
Includes visual aids, including figures, graphs, and tables				
Integrates text material into presentations				
Presents background of ideas and concepts				
Explains difficult terms, concepts, or problems				
Covers the main parts of the project				
Speaks about content with confidence and authority				
PRESENTATION STYLE				
Uses visual aids effectively by orienting audience to figures, graphs, and tables, etc.				
Speaks audibly and clearly				
Speech fillers, for example, "ok, um, ah" are not distracting				
Communicates a sense of enthusiasm and excitement toward the content				
Speech is neither too formal nor too casual				
Establishes and maintains eye contact with the audience, not the screen or windows				
INTERACTION				
Answers questions clearly and directly				
Listens carefully to audience comments and questions				
Responds confidently to inquiries for additional information				
Is able to admit error and/or insufficient knowledge				
How would you rank the speaker's overall presentation effectiveness?				

* Blanks = unable to judge

Comments: