	P7000: Intro to Urban Planning	P7001: History and Theory	G7002: Structure of Urban Region	P7019: Land Use, People, and Environment	G7010: Urban Data Analysis	P7377, 7378, 7379: Studio	P7877: Intro to GIS
Updated: Spring 2022 **Curriculum Map** **for Assessment of Program-Level Student Learning Outcomes** **(based on 2017 PAB Standards)** **Courses Required of All Students** "E" = covered in course at the entry (introductory) level "I" = covered in course at the intermediate level "M" = covered in course at the mastery level "A" = currently assessed							

Item#	A. Required Knowledge, Skills and Values							
	A1 General Planning Knowledge							
A11	a) Purpose and Meaning of Planning: Comprehend why planning is undertaken by communities, cities, regions and nations, and the impact planning is expected to have	I	M					X	
A12	b) Planning Theory: Understand the behaviors and structures available to bring about sound planning outcomes	I	M						
A13	c) Planning Law: Know the legal and institutional contexts within which planning occurs		I		X				
A14	d) Human Settlements and History of Planning: Explain the growth and development of places over time and across space		M	X	X				
A15	e) The Future: Identify 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			X	X				
A16	f) Global Dimensions of Planning: Recognize interactions, flows of people and materials, culture, and differing approaches to planning across world regions			X	X				
	A2 Planning Skills							
A21	a) Research: Identify the tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources	E	I	X	X	M	X	I
A22	b) Written, Oral and Graphic Communication: Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations	E	I	X	X	M	X	I

A23	c) Quantitative and Qualitative Methods: Know the methods of data collection and analysis and modeling tools for forecasting, policy analysis, and design of projects and plans				X	M	X		M
A24	d) Plan Creation and Implementation: Recognize integrative tools useful for sound plan formulation, adoption, implementation, and enforcement				X		X		
A25	e) Planning Process Methods: Understand the tools for stakeholder involvement, community engagement, and working with diverse communities	I			X		X		
A26	f) Leadership: Be familiar with tools for attention, formation, strategic decision-making, team-building, and organizational/community motivation						X		
	A3 Values and Ethics								
A31	a) Professional Ethics and Responsibility: Recognize key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation	M	M	X	X		X		
A32	b) Equity, Diversity and Social Justice: Understand how to expand 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	I	I	X	X		X		
A33	c) Governance and Participation: Identify the roles of officials, stakeholders, and community members in planned change	E	I	X	X				
A34	d) Sustainability and Environmental Quality: Discuss the environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures			X	X				

A35	e) **Growth and Development: Discuss the economic, infrastructure, social, and cultural factors in urban and regional growth and change**		E	X	X			
A36	f) Health and Built Environment: Predict planning's implications on individual and community health in the places where people live, work, play and learn							

Please list all your Program Learning Outcomes below (if PLOs are under review, list your most recent). **PLO #/ Description**	**Course #/Name, for Courses Assessed in 2021-22**	**Year of Most Recent Completed Assessment**	**Year of Next Planned Assessment**
A11. Purpose and Meaning of Planning: Comprehend why planning is undertaken by communities, cities, regions and nations, and the impact planning is expected to have	P700/Intro to Urban Planning; P701/History and Theory of Urban Planning	P700: Fall 2021, Spring 2022 P701: Spring 2022	2023-2024
A12. Planning Theory: Understand the behaviors and structures available to bring about sound planning outcomes	P700/Intro to Urban Planning; P701/History and Theory of Urban Planning	P700: Fall 202, Spring 2022 P701: Spring 2022	2023-2024
A13. Planning Law: Know the legal and institutional contexts within which planning occurs	P701/History and Theory of Urban Planning	P701: Spring 2022	2023-2024
A14. Human Settlements and History of Planning: Explain the growth and development of places over time and across space	P701/History and Theory of Urban Planning	P701: Spring 2022	2023-2024
A21. Research: Identify the tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources	P700/Intro to Urban Planning; P701/History and Theory of Urban Planning; P702/Intro to GIS for Urban Planning	P787: Fall 2021	2023-2024

A22. Written, Oral and Graphic Communication: Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations	P700/Intro to Urban Planning; P701/History and Theory of Urban Planning; P702/Intro to GIS for Urban Planning	P700: Fall 2021, Spring 2022; P701: Spring 2022; P787: Fall 2021	2023-2024
A23. Quantitative and Qualitative Methods: Know the methods of data collection and analysis and modeling tools for forecasting, policy analysis, and design of projects and plans	P702/Intro to GIS for Urban Planning	P787: Fall 2021	2023-2024
A25. Planning Process Methods: Understand the tools for stakeholder involvement, community engagement, and working with diverse communities	P700/Intro to Urban Planning	P700: Fall 2021, Spring 2022	2023-2024
A31. Professional Ethics and Responsibility: Recognize key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation	P700/Intro to Urban Planning; P701/History and Theory of Urban Planning	P700: Fall 2021, Spring 2022; P701: Spring 2022	2023-2024
A32. Equity, Diversity and Social Justice: Understand how to expand 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	P700/Intro to Urban Planning; P701/History and Theory of Urban Planning	P700: Fall 2021, Spring 2022; P701: Spring 2022	2023-2024
A33. Governance and Participation: Identify the roles of officials, stakeholders, and community members in planned change	P700/Intro to Urban Planning; P701/History and Theory of Urban Planning	P700: Fall 2021, Spring 2022	2023-2024
A35. Growth and Development: Discuss the economic, infrastructure, social, and cultural factors in urban and regional growth and change	P701/History and Theory of Urban Planning	P701: Spring 2022	2023-2024

Direct Assessment of Learning Outcomes

After listing the program learning outcome(s) assessed in 2021-22, insert *the **number & percentage** of students achieving each performance level* in the following chart.

Please attach copies of assignment guidelines, examination questions, and rubrics to this report as applicable.

Note: While we ask you to indicate the corresponding course learning outcomes (CLOs) for each program learning outcome (PLO) assessed, it is the program learning outcomes you are assessing for this report.

- Please use a separate row for every Program Learning Outcome (PLO).
- Please use only one row – and enter only one set of results – for each PLO, even if it aligns with more than one CLO

Program Learning Outcomes (PLOs) Assessed in 2021-22 *(These are what you are assessing)*	Corresponding Course Learning Outcomes (CLOs) *(For reference – not what you are assessing.)*	Course Number	# of Students' Work Assessed	Please enter both the number & percentage below.				
				Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations	Exceeds or Meets Expectations
A11. Purpose and Meaning of Planning: Comprehend why planning is undertaken by communities, cities, regions and nations, and the impact planning is expected to have		P700	30	17 (57%)	13 (43%)	1 (3%)	0 (0%)	97%
A11. Purpose and Meaning of Planning: Comprehend why planning is undertaken by communities, cities, regions and nations, and the impact planning is expected to have		P701	33	22 (66%)	6 (18%)	4 (12%)	1 (4%)	84%
A12. Planning Theory: Understand the behaviors and structures available to bring		P700	30	18 (60%)	8 (26%)	3 (10%)	1 (3%)	87%

about sound planning outcomes								
A12. Planning Theory: Understand the behaviors and structures available to bring about sound planning outcomes		P701	33	22 (66%)	5 (15%)	5 (15%)	1 (4%)	81%
A13. Planning Law: Know the legal and institutional contexts within which planning occurs		P701	33	18 (5%)	10 (30%)	4 (12%)	1 (4%)	84%
A14. Human Settlements and History of Planning: Explain the growth and development of places over time and across space		P701	33	22 (66%)	7 (21%)	3 (10%)	1 (4%)	86%
A21. Research: Identify the tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources		P700	30	13 (43%)	13 (43%))	4 (13%)	0 (0%)	87%
A21. Research: Identify the tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources		P701	33	20 (60%)	9 (27%)	3 (10%)	1 (4%)	86%
A21. Research: Identify the tools for assembling and analyzing ideas and information from prior practice and		P787	34	25 (74%)	7 (20%)	2 (6%)	0 (0%)	98%

scholarship, and from primary and secondary sources							
A22. Written, Oral and Graphic Communication: Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations		P700	30	8 (27%)	19 (63%)	3 (10%)	0 (0%)	90%
A22. Written, Oral and Graphic Communication: Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations		P701	33	23 (70%)	3(10%)	6 (18%)	1 (4%)	78%
A22. Written, Oral and Graphic Communication: Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations		P787	34	23 (66%)	9 (26%)	3 (8%)	0 (0%)	92%
A23. Quantitative and Qualitative Methods: Know the methods of data collection and analysis and modeling tools for forecasting, policy analysis, and design of projects and plans		P787	34	22 (65%)	10 (29%)	2 (6%)	0 (0%)	98%
A25. Planning Process Methods: Understand the tools for stakeholder involvement, community engagement, and		P700	30	14 (47%)	14 (47%)	2 (7%)	0 (0%)	98%

working with diverse communities								
A31. Professional Ethics and Responsibility: Recognize key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation		P700	30	16 (53%)	11 (37%)	2 (7%)	0 (0%)	98%
A31. Professional Ethics and Responsibility: Recognize key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation		P701	33	21 (64%)	8 (25%)	3 (10%)	1 (3%)	89%
A32. Equity, Diversity and Social Justice: Understand how to expand 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)		P700	30	18 (60%)	12 (40%)	0 (0%)	0 (0%)	100%

A32. Equity, Diversity and Social Justice: Understand how to expand 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		P701	33	18 (54%)	12 (36%)	2 (6%)	1 (3%)	91%
A33. Governance and Participation: Identify the roles of officials, stakeholders, and community members in planned change		P700	30	19 (63%))	11 (37%)	0 (0%)	0 (0%)	100 %
A33. Governance and Participation: Identify the roles of officials, stakeholders, and community members in planned change		P701	33	22 (67%)	7 (21%)	4 (12%)	0 (0%)	88%
A35. Growth and Development: Discuss the economic, infrastructure, social, and cultural factors in urban and regional growth and change		P701	33	24 (73%)	5 (15%)	3 (10%)	1 (3%)	89%

Indirect Assessment of Learning Outcomes

Indirect assessment typically relies on surveys (Student Experience Surveys, National Survey of Student Engagement, etc., or program exit surveys), focus groups, post-graduate outcome data, graduation and retention rates, grades, and a variety of other data. They may be used to assess particular learning outcomes or for more global assessment of program goals.

Please attach copies of your assessment tools or other supporting documents, with raw results wherever possible (for example, survey results, a focus group report, etc.).

Note: While direct assessment is required, indirect assessment is optional. It is most effective when used to provide confirmation, nuance, or background for your direct assessments, or to suggest new areas of focus for future direct assessments. See the Assessment web page for examples of direct and indirect instruments.

While we ask you to indicate the corresponding course learning outcome(s) (CLOs) for each program learning outcome (PLO) assessed, it is the PLOs you are assessing for this report.

- Please use a separate row for every Program Learning Outcome (PLO).
- Please use only one row – and enter only one set of results – for each PLO, even if it aligns with more than one CLO

	Program Learning Outcomes (PLOs) Assessed in 2021-22 (_These_ are what you are assessing)	**Corresponding Course Learning Outcomes (CLOs)** (For reference – _not_ what you are assessing.)	**Sample Size**	**Instrument Used**	**Results or Data**	**% Meeting or Exceeding PLO**
Item#	**A. Required Knowledge, Skills and Values**					
	A1 General Planning Knowledge					
A11	a) Purpose and Meaning of Planning: Comprehend why planning is undertaken by communities, cities, regions and nations, and the impact planning is expected to have		14	Survey	Q1 - I comprehend why planning is undertaken. 10: Strongly agree; 4: Agree	100%
A12	b) Planning Theory: Understand the behaviors and structures available to bring about sound planning outcomes		14	Survey	Q2 - I am knowledgeable about approaches for creating sound planning outcomes. 5: Strongly agree; 7: Agree; Neutral: 2	86%

A13	c) Planning Law: Know the legal and institutional contexts within which planning occurs		14	Survey	Q3 - I know the legal and institutional contexts within which planning occurs. 4: Strongly agree; 9: Agree; Disagree: 1	92%
A16	f) Global Dimensions of Planning: Recognize interactions, flows of people and materials, culture, and differing approaches to planning across world regions		14	Survey	Q4 - I am knowledgeable about differing approaches to planning across world regions. 1: Strongly agree; 7: Agree; 5: Disagree; 1: Strongly disagree.	57%
A22	b) Written, Oral and Graphic Communication: Prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations		14	Survey	Q6 - I can write clear, accurate, and compelling text. 7: Strongly agree; 7 Agree. Q7 - I can prepare graphics and maps for use in documents and presentations. 7: Strongly agree; 6 Agree; 1: Neutral. Q15 - I can identify and download the key data layers of the city and create maps using GIS. 6: Strongly agree; 6: Agree; 1: Neutral; 1: Disagree.	93%
A23	c) Quantitative and Qualitative Methods: Know the methods of data collection and analysis and modeling tools for forecasting, policy analysis, and design of projects and plans		14	Survey	Q5 - I can identify the tools for assembling and analyzing information from primary and secondary sources. 7: Strongly agree; 5: Agree; 2: Disagree. Q16 - I can download the socio-economic data of the city and analyze/visualize them. 6: Strongly agree; 5: Agree; 1: Neutral; 2: Disagree.	82%
A24	d) Plan Creation and Implementation: Recognize integrative tools useful for sound plan formulation, adoption, implementation, and enforcement		14	Survey	Q8 - I know methods of analyzing data to inform the design of projects and plans. 5: Strongly agree; 8: Agree; 1: Disagree.	93%
A25	e) Planning Process Methods: Understand the tools for stakeholder involvement, community engagement, and working with diverse communities		14	Survey	Q9 - I understand the tools for stakeholder involvement, community engagement, and working with diverse communities. 3: Strongly agree; 6: Agree; 5: Neutral.	64%
	A3 Values and Ethics					
A31	a) Professional Ethics and Responsibility: Recognize key issues of planning ethics and related questions of the ethics of public		14	Survey	Q10 - I recognize key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation. 3: Strongly agree; 9: Agree; 2: Neutral.	86%

	decision-making, research, and client representation					
A32	b) Equity, Diversity and Social Justice: Understand how to expand 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		14	Survey	Q11 - I understand how to expand choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities, and promote racial and economic integration. 2: Strongly agree; 8: Agree; 3: Neutral.	78%
A33	c) Governance and Participation: Identify the roles of officials, stakeholders, and community members in planned change		14	Survey	Q14 - I understand the various ways that planning decisions can impact community health. 5: Strongly agree; 8: Agree; 1: Neutral.	93%
A34	d) Sustainability and Environmental Quality: Discuss the environmental, economic, and social/political factors that contribute to sustainable communities, and the creation of sustainable futures		14	Survey	Q12 - I can discuss the environmental, economic, and social/political factors that contribute to sustainable communities and the creation of sustainable futures. 7: Strongly agree; 7: Agree;	100%
A35	e) Growth and Development: Discuss the economic, infrastructure, social, and cultural factors in urban and regional growth and change		14	Survey	Q13 - I can discuss the economic, infrastructure, social, and cultural factors in urban and regional growth and change. 6: Strongly agree; 8: Agree.	100%

Assessment Process. How did you go about assessing student learning in your program?

(Describe briefly the assessment *methodology: course & sample selection, assessment instruments, scoring process, and assessment design)*

This program is accredited by the Planning Accreditation Board (PAB), which accredits university programs in North America leading to bachelor's and master's degrees in planning. PAB standards are developed with input from the stakeholders in the planning community and our sponsoring organizations: the American Planning Association (APA), APA's American Institute of Certified Planners (AICP), and the Association of Collegiate Schools of Planning (ACSP).

PAB has outlined the learning outcomes, and we are also following those here. This year we chose three courses to assess. We identified the corresponding PLOs and rated the level of expectations to meet the objectives in each course. The skill levels include Entry level (E), Intermediate level (I), and Mastery level (M). This helps us to adjust the expectations for each course.

Direct Assessment:
To assess the courses, we designed a rubric counting the number of students in the following tiers (exceeding the expectations, meeting the expectations, approaches expectations, and not meeting the expectations). All courses that we assessed had a major project for which all course learning objectives were targeted. However, the instructor could adjust the values based on overall final grades. In addition to the quantitative evaluation, we asked the instructors to provide qualitative feedback for each learning outcome. Such comments were useful for addressing complications in their assessment.
For each course, we assessed two sections (30-34 students). We assessed total of 97 students.

Indirect Assessment:
For the past few years, we have conducted surveys to assess the program's performance among our alumni community and recent graduates. We have been using these surveys to identify the strengths and weaknesses of our program. Here we provide the results of our recent survey administrated at the end of the spring semester. Our sample size is 14 students which is not considerably large but

Starting from the fall 2021 semester, we administrated an entry survey collected from our new students. The questions of both the entry and exit surveys offer questions that align closely with the PLOs. This will help us to understand how students' responses change after taking our courses.

Conclusions. What did you discover about student learning in your program?

Reviewing the results of direct and indirect assessments, we believe that our program is on track to addressing some gaps identified in the past assessments. In the 2020-2021 academic year, we identified two major gaps. The first was about geospatial data analysis, mapping, and GIS. Students had expressed a lack of skill-based courses. The recent changes to our program, including introducing the new Introduction to GIS for Planners course, elevated the scores in the relevant PLOs.

Another significant gap identified in the past years is the lack of content/courses on global planning issues. We have added a new global planning course to our curriculum that will be taught in fall 2022. This year we did not assess the PLOs related to the global planning issue. In future assessment efforts, we will focus on these PLOs to evaluate our progress.

Actions Taken

What specific action decisions did you take (or will you take) based on your data and conclusions? Who is responsible for taking those actions? Please be concrete and plan actions to take effect in the following semester or sooner if practical. (Actions may include modifications to pedagogy and curriculum, as well as faculty development or resource/staffing/budget requests.)

Actions To Be Taken	Who Till Take these Actions?	Timeframe for implementation and intermediate steps
Assessing the PLOs related to global planning issues.	Nicholas Bloom and Mehdi Heris	Fall 2022
Assessing the P719: Land Use, People, and Environment course	Mehdi Heris	Spring 2023
Assessing the Planning Studio course	Mehdi Heris	Spring 2023

Were last year's actions implemented as planned? (Again, actions may include modifications to pedagogy and curriculum, as well as faculty development or resource/staffing/budget requests.) *Please explain.*

In the conclusion section, we explained how the previous assessments guided us to choose the PLOs and courses this year.

If you have made curricular changes as a result of previous assessment results, were any of your assessments this year related to those modified areas? *If yes, how did they go?*

Yes. We assessed the Intro to GIS course based on previous assessment results.