Guidance on Demonstrating Compliance with
PAB Criterion 4D. Student Learning Outcomes Assessment

The following guidance provides additional clarification on the expectations related to PAB criterion 4D. Student Learning Outcomes Assessment. These are not new requirements. In addition to providing a resource to Programs, this document will ensure consistency of review and assessment among Site Visit Team members, and board members.

Demonstrating Compliance with PAB Criterion 4D in the Self-Study Report:

In its SSR, the Program should provide evidence of a comprehensive and systematic approach to student learning outcomes assessment. The Program should also demonstrate how its core required curricular content matches the emphasis of its overall mission and aligns with the PAB curriculum elements.

The Program should provide a **description** of its documented assessment efforts, which includes:

1. The Program's student learning outcomes (SLOs) and/or competencies assessed.
   a. Student learning outcomes should relate to PAB core curriculum requirements (criteria 4A and 4B). The Program may include additional outcomes relevant to its mission and vision.

2. The instrument(s) used to assess each SLO and how it is implemented (e.g. paper, portfolio, exam). Specify if and how rubrics are used. On the PAB webpage Noteworthy Practices, there are examples of rubrics in the "Outcomes Assessment" section.
   a. What direct and/or indirect measures do you use to determine student learning outcomes?
   b. Direct measure is the most valid. For example, student satisfaction surveys are not direct assessments of student learning outcomes. Examples of direct and indirect measures are found later in this document.

> ### *Measuring* Student Learning Outcomes
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> **Direct Measures**: *Preferred priority*
> tangible, visible, and self-explanatory evidence of what students have and have not learned as a result of a course, project, or other activity that demonstrates student learning itself.
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> **Indirect Measures:** *Valuable supplement*
> Opinions, perceptions, reflections or secondary evidence of students' knowledge, skills, attitudes, learning experiences to make inferences about student learning

3. Frequency of assessment: When and by whom each SLO is assessed
   a. The Program does not need to assess student learning for every student, on every outcome, every semester. However, the Program should have a written plan for assessing each outcome on a regular and recurring basis.

4. Description of the process to formally review the assessment plan and student learning outcomes assessment plan (i.e., feedback loop to improve student learning). Assessment should be conducted regularly and consistently. Include a description of how results inform curricular decisions.
   a. The Program is not required to meet 100% of expected levels of student learning. SLO assessment provides the opportunity to identify areas of improvement to feed back into the Program's core curriculum.
   b. If the results of assessment do not meet Program expectations for student learning, the Program should show how it used the results of the student learning outcomes assessment for revising the curriculum, course delivery, and/or student support to improve student learning.

Note: The Program may include the complete detailed plan in the SSR appendix and provide a summary description of each of the points listed above.

In the SSR, the Program should:

5. Summarize all measures, instruments and assessment processes. Include instruments used by the Program, including assignment descriptions, scoring rubrics and other relevant materials, in an SSR appendix.

6. Summarize the key assessment results and feedback loop for curricular improvement from the most recent student learning outcomes assessment.

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Questions to Consider in the Feedback Loop

- What process is employed to formally review the assessment data and make data-informed decisions to continuously improve the programs?
- How is the program using data to modify and/or enhance its curriculum?
- Who is involved in crafting and reviewing the assessment plan? How is it routinely evaluated?
- How are decisions made to modify the program based on the data?
- How is the program using data to make enhancements to the curriculum and improve student learning outcomes?

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Helpful Tips for Including Instruments in the SSR

- Provide a copy of the assignment
- Provide a copy of the rubric
  - The rubric explains to the student how they will be scored on each outcome
  - Do not include items that do not directly assess the competency or SLO (e.g., APA formatting, timely submission)
  - On the instrument, label each rubric line item indicating the SLO/ competency assessed.
- For group projects, identify one or more project components for faculty to assesses student individually
- For exam instruments, delineate which questions assess each competency
- For portfolio instruments, provide a copy of the assignment for the overall portfolio

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MORE HELPFUL TIPS:

Direct versus Indirect Measures

Examples of Direct Evidence/Measures	Examples of Indirect Evidence/Measures
- Course assignments - Exam questions - Thesis, capstone projects - Portfolios - Comprehensive exams - Performance on AICP exam - Student performance in internships as assessed by direct supervisors using standardized criteria	- Course grades - Student and alumni surveys, interviews and focus groups - Student surveys that ask about the quality of their education and the knowledge and skills they have acquired - Student honors and awards

Curriculum Map

- Curriculum map is a snapshot featuring specific required course content that all students are learning in the classroom. It demonstrates consistency in delivery of the curriculum.
- In the student learning outcomes assessment process, curriculum maps can be used to identify where learning outcomes are expected, and link course-level outcomes to program-level learning outcomes.
    - Map answers the question: "The Program is confident we are preparing competent planners because students learn [competency / skill] via [specific required course content] in [Course # and title]."
- The PAB curriculum map template is a basic listing of the PAB guiding values, knowledge and skills of the profession. It does not contain additional learning objectives defined by the Program. The Program may modify the template or generate a new map to help with its process.

Rubrics

- A rubric is a tool used to evaluate student work against a set of criteria and standards. Rubrics can be used for any type of assignment or assessment, and be used for both formative and summative assessment. Examples of rubrics are available at the PAB website in the Noteworthy Practices section under Outcomes Assessment.
- Rubrics can help instructors provide clear feedback that focuses on improving student learning, and can also help students understand the expectations of the assignment.