



ESCUELA GRADUADA
PLANIFICACIÓN
DR. SALVADOR M. PADILLA ESCABÍ

Students' Learning Assessment and Job Market Readiness

Presentation to PAB Visiting Committee
February 27, 2024





Learning Assessment Plan

Assessment Results

Job Market Readiness

Transformative Action Plan

Content





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Learning Assessment Plan

New Curriculum: Main Components

Learning Assessment Plan

Assessment Rubric and Method



New Curriculum: Main Components

Course Code	Course Title	Credits	Type
PLAN6076	Planning History and Theory	3	CC
PLAN6602	GIS for Planning	4	CC
PLAN6077	Intro to the Planning Profession: Implementation Dilemma	3	CC
PLAN6552	Planning and Research Methods	4	CC
PLAN6116	Planning Law	3	CC
PLAN6603	Fundamentals of Plan Making	3	CC
PLAN6601	State, Market and Governance for Planners	3	CC
PLAN6996	Practicum	5	CC
PLAN6089*	Urban and Territorial Planning	3	AOE
PLAN6525*	Urban Structure	3	AOE
PLAN6528*	Urban Policy	3	AOE
ELECTIVES	Student selection	9	EC

CC: Core courses; AOE: Area of Emphasis; EC: Elective Courses

* Example using Urban and Regional Planning Area of Emphasis

New Curriculum: Main Components

Competence Profile

General Planning Knowledge

Mastery of diverse approaches and levels of abstraction

Ability to design and create a variety of planning instruments (policies, plans, programs, projects, etc.)

Familiarity with diverse bodies of knowledge or disciplines

Capacity to work in inter- and multidisciplinary teams and environment

Ability to recognize and manage diversity and/or plurality (socio-demographic, environmental, economic, etc.)

Practical, hands-on experience

Capacity to handle diverse scales of analysis simultaneously (urban, regional, global, etc.)

Specific Planning Skills

Capacity to design and conduct practice-based, intervention-oriented research, and disseminate results and contributions

Ability to communicate ideas effectively (written, verbal, graphic)

Mastery of technical writing applied to proposal writing the drafting of public policy documents, among other.

Mastery of core quantitative and qualitative methods, including:

- Descriptive and inferential statistics
- Cost-benefit analysis
- Questionnaire design
- Focus groups and interviews
- Field work plans

Ability to work with software programs for data processing and analysis as well as for programming and transmitting information (project management, statistics, CAD, simulation, etc.)

Ability to design and conduct spatial analysis processes / digital cartography / Geographic Information Systems

Orientation towards solving problems and implementing solutions

Aptitude for the evaluation of pertinence and adequacy of solutions

Leadership

Mastery of techniques for scenario design and evaluation, prognosis, etc.

Entrepreneurial spirit

Values and Ethics

Commitment with sustainability

Ability to navigate through institutional/political process dynamics

Sense of social responsibility and a commitment with equity

Use of critical thought

Awareness of the ethical boundaries of the planning practice

Learning Assessment Plan Method

- The New Curriculum includes an assessment plan that attempts to measure the development of skills, knowledge base and values in students in alignment with the discipline as well as accreditation standards. Thirty-seven criteria are part of the assessment instrument.
- The applicable indicators for each pertinent course (entry vs. exit measures) has been defined in the plan according to the curricular sequence and competence profile.
- In addition, UPRRP requires the submission of three-year Learning Assessment Plans for each academic program.
- Every year the Program must submit a report on performance along with a transformative action plan to address any findings or incorporate new measures to strengthen skill development processes.
- The UPRRP uses an online platform in which every semester professors must complete assessment measures for each student in their course.





Learning Assessment Plan Method

- The 37 criteria are organized and summarized along the six domains that are part of the UPRRP's strategic framework:
 1. Information Literacy
 2. Effective Communication Skills
 3. Content Knowledge, Skills, or Dispositions
 4. Research and Creation
 5. Critical Thinking
 6. Social Responsibility
- Each domain is measured with a series of criteria that are quantified in a scale of 0 to 8. The established standard is that a minimum of 70 percent of the students attain an average score above 6.0.
- Assessment results have helped identify skill and content areas that require strengthening to meet labor market needs. In addition, they have served as basis for improvement of curriculum design and teaching methodologies.

Assessment Rubric

Criterion	Beginning (1 - 2)	In process (3 - 4)	Good (5 - 6)	Excellent (7 - 8)	Learning Outcome
1 Communicate effectively in student's writing and oral presentations	It is not brief or clear in its analysis of problems.	It is not brief and/or communicates partially clear in its analysis of problems.	It is brief and communicates adequately in its analysis of problems.	It is brief and communicates very clearly in its analysis of problems.	Effective Communication Skills
2 Use of tables and diagrams	Poor or no presentation of data in tables and diagrams.	Minimum presentation of data in tables and diagrams. The grammar, syntax and spelling have many deficiencies.	Adequate presentation of data in tables and diagrams.	Clear, complete and correct presentation of data in tables and diagrams.	Effective Communication Skills
3 Correction in written communication	Incorrect grammar, syntax and spelling are predominant.	The writing and presentation of the analyzes and interventions is somewhat articulated, logical, coherent and clear.	Grammar, syntax and spelling are satisfactory.	Grammar, syntax and spelling are correct.	Effective Communication Skills
4 Logic, coherence and clarity of interventions	The writing and presentation of the analyzes and interventions is not articulated, logical, coherent and clear.	The writing and presentation of the analyzes and interventions is articulated, logical, coherent and clear.	The writing and presentation of the analyzes and interventions is adequately articulated, logical, coherent and clear.	The writing and presentation of the analyzes and interventions is completely articulated, logical, coherent and clear.	Effective Communication Skills
5 Oral and Video Communication	He does not use PowerPoint or other resources in his presentations on the topic.	Use PowerPoint and other resources, but minimally, so the presentation is not as effective in helping the audience understand the topic.	Use PowerPoint and other resources appropriately so that the audience understands the topic.	Use PowerPoint and other resources very effectively so that the audience understands the topic.	Effective Communication Skills

Assessment Rubric

Criterion	Beginning (1 - 2)	In process (3 - 4)	Good (5 - 6)	Excellent (7 - 8)	Learning Outcome
6 The purpose of the research or project and its justification are described.	The problem presented is neither clear nor relevant and the justification is not supported by any evidence	The problem presented is quite clear although the justification or theoretical meaning is not supported. The evidence that presents evidence in all cases is not relevant	The problem and purpose of the research are clearly stated, but the justification or theoretical-practical meaning is not clearly supported. The evidence you present is sometimes not relevant	Clearly states the problem and purpose of the research. He himself is relevant. The justification or its theoretical-practical meaning is supported with evidence.	Research and Creation
7 Discusses concepts and/or theories relevant to the research. The variables or components that generate or reproduce the problem and the relationship(s) between them are clearly identified.	No concept or theory was discussed, nor were variables or their conceptual and operational definition discussed.	A few applicable concepts and theories were discussed but the variables and their conceptual and operational definition are not discussed.	Some applicable concepts and theories were discussed and the variables were defined conceptually and operationally.	All applicable concepts and theories are discussed. The variables were defined conceptually and operationally	Research and Creation
8	Does not identify variables	Questions or hypotheses cause confusion and are not related to the problem	Most of the variables or hypotheses proposed are related to the problem	The variables or hypotheses are stated clearly and are related to the problem. Presents the techniques that demonstrate a broad mastery of techniques in the stages of problem diagnosis, design and selection of alternatives, and implementation programming.	Research and Creation
9 Presents the techniques to be used in diagnosing the problem. The procedure is appropriate to answer the research question or solve the problem.	He does not use techniques, which shows that he has not mastered the process of diagnosing the problem.	Presents few techniques and demonstrates minimal mastery of techniques as part of the diagnosis of the problem	Presents techniques that demonstrate an average mastery of techniques in the stages of problem diagnosis, design and selection of alternatives, and implementation programming.	The procedure is appropriate and provides a new way to answer the research question or solve the problem. It completely presents the measurement, evaluation and programming instruments that the project will require, some innovative for the profession (questionnaires, templates, etc.), their purpose, and the variables or components that they must contain.	Research and Creation
10	Does not describe or use appropriate procedures	The procedure is not adequate to answer the research question or solve the problem	The procedure is appropriate to answer the research question or solve the problem	Research and Creation	
11 The measurement, evaluation and programming instruments that the project will require, their purpose and the variables or components that they must contain are presented.	No presentation of instruments required	It minimally presents the measurement, evaluation and programming instruments that the project will require (questionnaires, templates, etc.), their purpose, nor the variables or components that they must contain.	It adequately presents the measurement, evaluation and programming instruments that the project will require (questionnaires, templates, etc.), their purpose, and the variables or components that they must contain.	Research and Creation	
12 Evidence the existence and magnitude of the problem	There is no evidence with data	The data collected and its analysis do not demonstrate the problem and its magnitude	The data collected and its analysis adequately demonstrate the problem and its magnitude	The data collected and its analysis clearly show the problem and its magnitude	Research and Creation

Assessment Rubric

Criterion	Beginning (1 - 2)	In process (3 - 4)	Good (5 - 6)	Excellent (7 - 8)	Learning Outcome
13 Identification of intervention areas	It does not establish any connection between research findings and required interventions.	In light of the research findings, minimally required areas of intervention are identified and explained.	In the light of the research findings, the areas of intervention required are identified and explained in a fairly clear and logical manner.	In light of the research findings, the areas of intervention required are identified and explained in a clear and logical manner.	Critical Thinking
14 Discussion of concepts and theories	None of the concepts or theories relevant to the planning problem are discussed.	Concepts and theories are minimally identified and their conceptual and operational definition is not presented.	Almost all the important concepts and theories relevant to the planning problem were discussed.	All concepts and theories relevant to the planning problem are discussed.	Critical Thinking
15 Literature review	Demonstrates little or no knowledge of current literature.	Uses poorly updated research literature.	It uses fairly up-to-date research literature that promotes continuous learning of professional practices.	It uses updated research literature that promotes continuous learning of professional practices.	Critical Thinking
16 Development of theory for intervention design	Does not demonstrate creativity in developing theory to design interventions to solve problems.	Develops minimally creative theory in the design of interventions to solve problems.	Develops appropriate creative level theory in the design of interventions to solve problems.	Develops high-level creative theory in the design of interventions to solve problems.	Critical Thinking
17 Relationship between the project or problem and the cited studies	There is no explanation of the connections between the project or problem and the studies cited.	Establishes a minimally clear and complete relationship between the project or problem and the cited studies.	Establishes a fairly clear and complete relationship between the project or problem and the cited studies.	Establishes a very clear and complete relationship between the project or problem and the cited studies.	Critical Thinking
18 Critical capacity to develop intervention alternatives	There is no link between intervention alternatives, diagnosis and a causal theory for solving the problem.	It incompletely shows a tenuous link between intervention alternatives, the diagnosis and a causal theory for solving the problem.	It shows a fairly strong link between the intervention alternatives, and some elements of the diagnosis and a causal theory for solving the problem.	It shows a clear and explicit link between intervention alternatives, the diagnosis and a causal theory for solving the problem.	Critical Thinking

Assessment Rubric

Criterion	Beginning (1 - 2)	In process (3 - 4)	Good (5 - 6)	Excellent (7 - 8)	Learning Outcome
19 Planning concepts and/or theories	The concepts, theories or variables are not discussed or identified and their conceptual and operational definition is not presented.	Very few planning concepts and/or theories are discussed or identified and/or their conceptual and operational definition is not presented.	Quite a few concepts and theories relevant to solving the problem are discussed.	The planning concepts and/or theories relevant to solving the problem are widely discussed.	Content Knowledge, Skills or Dispositions in the academic program learning outcomes
20 Planning theory and methodology	It does not expose the planning theory and methodology for your project.	It incompletely presents the planning theory and methodology for your project and is confusing in its argumentation and justification.	It adequately presents the planning theory and methodology for your project, although with some deficiencies in its argumentation and justification.	It exposes and justifies in a very clear and well-argued manner the planning theory and methodology for your project.	Content Knowledge, Skills or Dispositions in the academic program learning outcomes
21 Intervention guidelines and instruments	No intervention guidelines or instruments are proposed.	Develops some intervention guidelines and instruments, in an incomplete manner to generate the expected results to solve or mitigate the diagnosed problems.	Prepare intervention guidelines and critical instruments appropriately. to generate the expected results and to solve or mitigate the diagnosed problems. The problem is diagnosed quite well and a fairly relevant plan (project) is designed, but the objectives are sometimes not clear or do not use real limits or apply social and spatial data information technologies.	Prepares intervention guidelines and instruments, completely to generate the expected results and to solve or mitigate the diagnosed problems. The problem is diagnosed and a relevant plan (project) is designed, with clear and achievable objectives, using real limits and applying social and spatial data information technologies.	Content Knowledge, Skills or Dispositions in the academic program learning outcomes
22 Diagnosis of the problem and design of the plan or project	It doesn't diagnose the problem. The plan or project does not have any of the required elements.	The diagnosed problem is not clear. The plan or project has objectives that are not real or achievable.	Participation and appropriate contributions to the plan.	Intensive participation and significant contributions to the development of the plan developed in a team.	Content Knowledge, Skills or Dispositions in the academic program learning outcomes Content Knowledge, Skills or Dispositions in the academic program learning outcomes
23 Teamwork in plan design	No contribution or participation.	Little participation or contributions.	A suitable overview of some interventions, components and general implications under various scenarios is presented.	A comprehensive overview of each intervention, its components, and general implications under various scenarios is presented.	Content Knowledge, Skills or Dispositions in the academic program learning outcomes
24 Economic, social and cultural viability of the plan under various scenarios.	No description is presented.	An incomplete overview of each intervention, its components, and general implications under various scenarios is presented.	An adequate list of evaluation criteria used is established without specifying the weight of each criterion, although they are ordered according to their compliance with the project objectives.	A comprehensive list of evaluation criteria used and the weight of each criterion is established to quantify the merit of the intervention alternatives and order them according to their compliance with the project objectives.	Content Knowledge, Skills or Dispositions in the academic program learning outcomes
25 Evaluation to quantify the merit and order the intervention alternatives	A list of criteria is not established nor are they ordered according to the project objectives.	An incomplete list of evaluation criteria used and the weight of each criterion is established; They are not ordered according to their compliance with the project objectives.	Some activities are presented, with details about tasks and resources required for implementation.	A comprehensive list of activities is presented, with details on tasks and resources required for implementation.	Content Knowledge, Skills or Dispositions in the academic program learning outcomes
26 Activities, tasks and resources for implementation	Activities, tasks and resources required for implementation are not presented.	Activities, tasks and resources required for implementation are presented incompletely.	An adequate list of regulatory, organizational, financial requirements and incentives/penalties is presented on which the solution to the problem would rest.	A comprehensive list of regulatory, organizational, financial requirements and incentives/penalties is presented on which the solution to the problem would rest.	Content Knowledge, Skills or Dispositions in the academic program learning outcomes
27 Requirements for solving the problem	The regulatory, organizational, financial requirements and incentives/penalties on which the solution to the problem would rest are not presented.	The regulatory, organizational, financial requirements and incentives/penalties on which the solution to the problem would rest are presented incompletely.	Some performance evaluation mechanisms for the implementation of the project are specifically identified.	Sufficient performance evaluation mechanisms are specifically identified for the implementation of the project.	Content Knowledge, Skills or Dispositions in the academic program learning outcomes
28 Evaluation mechanisms	No performance evaluation mechanisms are specifically identified for the implementation of the project.	Few performance evaluation mechanisms are specifically identified for project implementation.			Content Knowledge, Skills or Dispositions in the academic program learning outcomes

Assessment Rubric

Criterion	Beginning (1 - 2)	In process (3 - 4)	Good (5 - 6)	Excellent (7 - 8)	Learning Outcome
Management of information critically and effectively	Does not present a system needs analysis document.	Presents a generalized document of system needs. It identifies very little of the data to be used. It does not present diagrams or flowcharts.	Presents a partially detailed document including the needs of the system. Identifies almost all the data to be used. Presents some diagrams and flowcharts.	Presents a detailed document including all the needs of the system. Identifies all the data to be used. Presents all diagrams and flowcharts.	Information Literacy
Database design	It does not demonstrate the creation of the databases.	Partially demonstrates the creation of computer databases. It includes few of the elements to be collected and does not include descriptive information, validation elements and domains.	Partially demonstrates the creation of computer databases. Includes some of the elements to be collected, in a logical structure. Includes little descriptive information, validation elements and domains.	Demonstrates the creation of databases on a computer. It includes all the elements to be collected, in a logical structure. Includes descriptive information, validation elements and domains.	Information Literacy
Master GPS equipment to collect data	He does not have any control over the equipment to collect data in the field.	Demonstrates little mastery of data import and export techniques from mobile devices. Demonstrates little mastery in the configuration and operation of programs to collect data in the field.	Demonstrates basic mastery of data import and export techniques from mobile devices. Demonstrates basic proficiency in the configuration and operation of programs to collect data in the field. It collects some of the data and processes it appropriately.	Demonstrates complete mastery of data import and export techniques from mobile devices and the configuration and operation of programs to collect data in the field. Collects data and processes it appropriately.	Information Literacy

Assessment Rubric

Criterion	Beginning (1 - 2)	In process (3 - 4)	Good (5 - 6)	Excellent (7 - 8)	Learning Outcome
32 Protection of human beings in research	It does not comply with the standards for the protection of human beings in research.	It complies with few standards for the protection of human beings in research.	It complies with almost all regulations for the protection of human beings in research.	Complies with all regulations for the protection of human beings in research.	Social Responsibility
33 Evidence effects of the problem	The data collected and its analysis do not identify the effects of the problem on the affected populations.	The data collected and its analysis do little to identify the effects of the problem on the affected populations.	The data collected and its analysis clearly show the effects of the problem on the affected populations.	The data collected and its analysis clearly show the effects of the problem on the affected populations.	Social Responsibility
34 Planning approach	Central focus of their plans does not include vulnerable populations.	Central focus of their plans gives little importance to vulnerable populations.	Central focus of their plans gives adequate importance to vulnerable populations.	Central focus of its plans places great importance on vulnerable populations.	Social Responsibility
35 Commitment to plans	Central focus of their plans does not include commitment to equitable, environmental and cultural solutions.	Central focus of their plans contains low level of commitment to equitable, environmental and cultural solutions.	Central focus of their plans contains adequate level of commitment to equitable, environmental and cultural solutions.	The central focus of its plans contains a high level of commitment to equitable, environmental and cultural solutions.	Social Responsibility
36 Civic and community projects	No collaboration with civic and community projects.	Very little collaboration with civic and community projects.	He periodically collaborates with civic and community projects.	He very frequently collaborates with civic and community projects.	Social Responsibility
37 Professional practice and ethical standards	Their professional practice does not comply with the ethical standards of professional associations (AICP and SPP).	His professional practice minimally complies with the ethical standards of professional associations (AICP and SPP).	His professional practice adequately complies with the ethical standards of professional associations (AICP and SPP).	His professional practice fully complies with the ethical standards of professional associations (AICP and SPP).	Social Responsibility

Learning Assessment Plan

Domain	Course Code	Course Title	Learning Objectives
Information Literacy	PLAN6602†‡ PLAN6603‡ PLAN6996†‡	GIS for Planners Fundamentals of Plan Making Practicum	A. Design databases to collect field data. B. Diagnose planning problems, their magnitude, and causal factors. C. Apply data validation and consistency methods.
Effective Communication Skills	PLAN6603‡ PLAN6996†‡	Fundamentals of Plan Making Practicum	A. Write research reports. B. Write plans. C. Make oral and graphic presentations.
Content Knowledge, Skills, or Dispositions	PLAN6076† PLAN6077† PLAN6603‡ PLAN6996†‡	Planning History and Theory Introduction to the Planning Profession: The Implementation Dilemma Fundamentals of Plan Making Practicum	A. Analyze and compare theories. B. Design plans as a team or through collaborative work.
Research and Creation	PLAN6603‡	Fundamentals of Plan Making	A. Correctly apply research methods and processes. B. Diagnose problems coherently and with foundation.
Critical Thinking	PLAN6603‡ PLAN6996†‡	Fundamentals of Plan Making Practicum	A. Analyze theories. B. Interpret the history of planning. C. Design plans that include appropriate solutions.
Social Responsibility	PLAN6077† PLAN6603‡ PLAN6996†‡	Introduction to the Planning Profession: The Implementation Dilemma Fundamentals of Plan Making Practicum	A. Apply the professional planner's code of ethics. B. Analyze social problems and human needs. C. Demonstrate civic and community commitment.



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Three –Year Learning Assessment Cycle Results

1st Year: 2020-2021

2nd Year: 2021-2022

3rd Year: 2022-2023

Exiting Students



1st Year: 2020-2021

Domain	First Measurement % Meeting Criteria	Second Measurent % Meeting Criteria
Information Literacy	42.2% N=45	44.9% N=49
Effective Communication Skills	75.6% N=45	72.1% N=61
Content Knowledge, Skills, or Dispositions	15.6% N=45	40.8% N=49
Research and Creation	73.3% N=45	56.8% N=44
Critical Thinking	71.1% N=45	59.2% N=49
Social Responsibility	13.3% N=45	22.5% N=40

2nd Year: 2021-2022

Domain	First Measurement % Meeting Criteria	Second Measurement % Meeting Criteria
Information Literacy	69.6% N=23	27.3% N=22
Effective communication skills	91.3% N=23	84.4% N=32
Content Knowledge, Skills, or Dispositions	91.3% N=23	75.0% N=4
Research and creation	91.3% N=23	54.5% N=22
Critical Thinking	91.3% N=23	75.0% N=4
Social Responsibility	91.3% N=23	86.4% N=22

3rd Year: 2022-2023

Domain	First Measurement % Meeting Criteria	Second Measurement % Meeting Criteria
Information Literacy	56.3% N=16	100% N=37
Effective Communication Skills	52.9% N=17	97.3% N=37
Content Knowledge, Skills, or Dispositions	100% N=6	100% N=37
Research and Creation	100% N=6	96.8% N=31
Critical Thinking	100% N=6	100% N=38
Social Responsibility	100% N=6	100% N=31

Exiting Students: 2023 Graduation Dates

Domain	Last Measurement (N=8)
Information Literacy	100%
Effective Communication Skills	100%
Content Knowledge, Skills, or Dispositions	100%
Research and Creation	100%
Critical Thinking	100%
Social Responsibility	100%

Assessment Findings

- During the 2022-2023 academic year, at incoming students were entering the program with challenges in the competence areas of effective communication skills and information literacy.
- Only 52.9% and 56.3% of students were meeting the criteria, respectively, which fell below the goal.
- All other first measurements reached 100%, which is well within the established goal for each criterion.
- This signaled to a communications deficiency that could be associated potentially with the effects of pandemic-related social isolation and limited (or lack thereof) of socialization during that period.
- The second measurement, however, showed significant improvement in both information literacy and communication skills, having them reach 100% and 97.3%, respectively.
- Research and creation had a small decrease from 100% of students meeting the criteria to 96.8% of them attaining the goal which is still within the standard.
- One hundred percent of students met the remaining criteria as well.
- **Results suggest that the program is successful in developing in students the knowledge, skill and values profile that is desired for our alumni/ae to enter the labor market.**



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Job Market Readiness

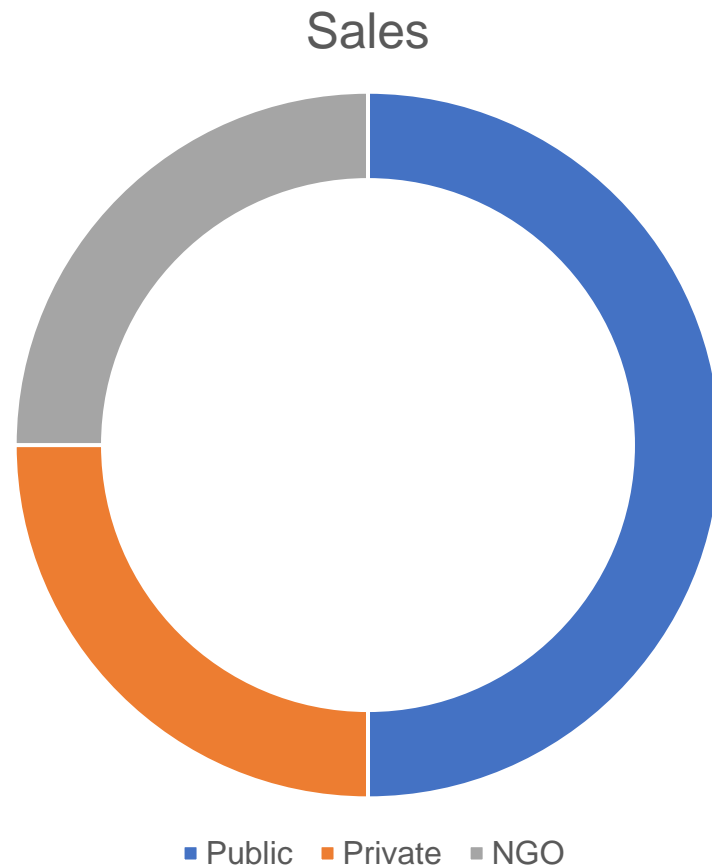
Employer Perspective: Focus Groups Findings
Areas of Opportunity for Curricular Revision



Labor Market Readiness



Employer Perspective: Focus Group Participant Profile



- Gather employer perceptions on alumni/ae level of professional performance
- Identify potential changes in the curriculum to address job market needs

Employer Perspective: Focus Group Participant Findings

Positive Factors

- Best practice analysis
- Current knowledge of theory
- Methodological design and implementation
- Document and policy evaluation
- Ability to work individually and collaboratively
- Sensibility to community and cultural issues / ability to listen
- Collaboration / co-creation approach
- GIS / Spatial analysis
- Adaptability and resourcefulness
- Leadership
- Basic policy / planning regulatory framework knowledge

Challenges

- Mediation / facilitation in community meetings
- Incorporating social media into participation strategies
- The business side (proposal writing, invoicing, etc.)
- Communicating work (written, visualization)
- The political aspect (process, making change happen)
- Grant writing and management
- More advanced policy / planning regulatory framework

Areas of Opportunity for Curricular Revision



Creating a Communication module in a core course or Communication course

Written Language
Visualization
Historic Skills / Body Language / Performance
Social Media



Incorporating meeting facilitation component in core course



Including business aspects into PLAN6077



Strengthening political process discussions in PLAN6077, PLAN6601 and policy courses

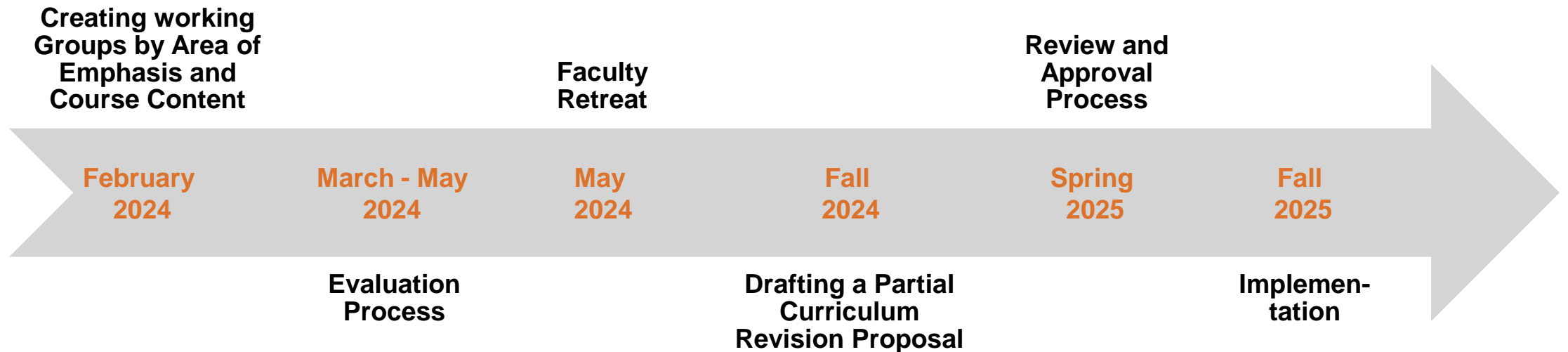


Add grant writing and management content to PLAN6077



Deepening policy / planning regulatory framework in PLAN6116

Areas of Opportunity for Curricular Revision Process





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Transformative Action Plan

Curricular Revision Process

Learning Assessment Process



Curricular Revision Process



Creating a Communication module
in a core course or Communication
course



Incorporating meeting facilitation component in core course



Including business aspects into PLAN6077



Strengthening political process discussions in PLAN6077, PLAN6601 and
policy courses



Add grant writing and management content to PLAN6077



Deepening policy / planning regulatory framework in PLAN6116

Learning Assessment Process



Create Rubric for Each Course with Specific Relevant Indicators

Reduce Confusion
Improve Response
Facilitate Results Reporting



Standardize Timing of Measure

Pre-test / Post-test
Facilitate Progress Monitoring



Increase Minimum Threshold

70%+



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