

**Department of Urban and Regional Planning
College of Social Sciences
Masters in Urban and Regional Planning
Assessment Report 2004-2005**

1. List in detail your Student Learning Outcomes (SLOs) for each graduate degree/ certificate offered.

SLOs for MURP students are:

- a. Knowledge of the structure and the growth and transformation processes of human settlements;
- b. Knowledge of planning theory, history, and ethics, including an understanding of the social and political nature of planning;
- c. Knowledge of general methods and models appropriate to urban and regional planning, including methods appropriate to a chosen area of concentration;
- d. Knowledge of planning information systems and computer applications in planning;
- e. Ability to structure alternative plans and strategies for solving or mitigating planning problems;
- f. Ability to communicate in written or oral form; and
- g. Ability to plan with, rather than for, clients.

2. Where are these SLOs published?

They are published in the Department Bulletin and on the DURP website.

3. Explain how your SLOs map onto your curriculum.

Content related to DURP SLOs is built into our core and distribution courses – a total of eighteen credits.

4. What population is covered by your assessment(s)?

We assess both MURP students and the few certificate students we have.

5. Please list/describe all assessment events and devices used to monitor graduate student progress through the program.

Student performance is assessed in several ways:

Class performance. Conventional class performance includes exams, papers, participation and other activities.

Semi-annual reviews by all faculty. At the end of each semester, faculty meet to discuss all current students and students that are near completion, but not active for some reason. This process is used both to discuss problems individual students may be having as well as to identify general problems or issues having to do with the curriculum, scheduling, etc.

Thesis or Area of Concentration (AOC). Students are required to prepare and present a thesis or PLAN B (Area of Concentration). This is a major exercise in analysis and synthesis. Most students meet with their committees to develop their proposal and to write and revise their papers. Finally, they present their findings before their committee and other students and faculty. The thesis/AOC exercise provides another opportunity for faculty assessment and guidance. (Both hard and electronic copies of theses and AOC papers are kept on file in the department)

DURP learning outputs essay. We have identified nine 'learning outputs' for all students listed in question 1 above. We currently ask students to write an essay indicating how they have met these output standards. In general the memos describe how they met the standards in terms of specific inputs, such as courses. We propose to change the process by requiring students to do a more extensive review of how they meet the standards as a way of both encouraging additional reflection on the standards and providing additional information about their departmental learning experiences.

6. Please list/describe how your graduate students contribute to your discipline/academic area.

Students routinely present papers and make presentations at local, national and international meetings, workshops and conferences. Every student also participates in a required group project for a client (the planning practicum). These practica are organized around important local, national or international planning issues. Over the last ten years, two

student practica have won the national American Planning Association award for best student planning project in the country.

7. What attempts are made to monitor student post-graduate professional activities?

DURP maintains a record the location and employment status of graduates. In addition, graduates are surveyed regarding their DURP academic experience every four to five years, usually in conjunction with accreditation of the program by the Planning Advisory Board.

8. How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?

In 2004, DURP continued the curriculum revisions initiated in the 2002-2003 academic year. These revisions include moving one of the two required methods courses and one of the required theory courses into each of the four substantive 'streams': land use and infrastructure, environmental planning, community planning and planning in Asia.

**Department of Urban and Regional Planning
College of Social Sciences
PhD in Urban and Regional Planning
Assessment Report 2004-2005**

9. List in detail your Student Learning Outcomes (SLOs) for each graduate degree/ certificate offered.

SLOs for PhD students are:

- h. Knowledge of the structure and the growth and transformation processes of human settlements;
- i. Knowledge of planning theory, history, and ethics, including an understanding of the social and political nature of planning;
- j. Knowledge of general methods and models appropriate to urban and regional planning, including methods appropriate to a chosen area of concentration;
- k. Knowledge of planning information systems and computer applications in planning;
- l. Ability to structure to structure alternative plans and strategies for solving or mitigating planning problems;
- m. Ability to communicate in written or oral form; and
- n. Ability to plan with rather than for clients.

10. Where are these SLOs published?

They are published in the Department Bulletin and on the DURP website.

11. Explain how your SLOs map onto your curriculum.

Content related to DURP SLOs is built into our core and distribution courses. PhD students from other departments or fields may be required to take courses to insure that they meet SLOs.

12. What population is covered by your assessment(s)?

We assess PhD and MURP students and the few certificate students we have.

13. Please list/describe all assessment events and devices used to monitor graduate student progress through the program.

PhD student performance is assessed in several ways:

Class performance. PhD students are required to take PLAN 602 (Advanced Planning Theory), PLAN 655 (Advanced Planning Methods) and two courses related to their specialty. Conventional class performance includes exams, papers, participation and other activities.

Semi-annual reviews by all faculty. At the end of each semester, faculty meet to discuss all current students, including PhD students, and students that are near completion, but not active for some reason. This process is used both to discuss problems individual students may be having as well as to identify general problems or issues having to do with the curriculum, scheduling, etc.

Comprehensive exams. PhD students are required to take comprehensive exams in planning theory and planning methods for advancing to candidacy. The questions, set by their committee, are both general and related to their specialty

Dissertation. Students are required to prepare and defend a dissertation. As is the case in other fields, the dissertation is a major piece of original research. It is evaluated by the candidate's committee.

14. Please list/describe how your graduate students contribute to your discipline/academic area.

MURP and PhD students routinely conduct research and present papers at local, national and international meetings, workshops and conferences.

15. What attempts are made to monitor student post-graduate professional activities?

DURP maintains a record the location and employment status of graduates. In addition, graduates are surveyed regarding their DURP academic experience every four to five years, usually in conjunction with accreditation of the program by the Planning Advisory Board.

16. How were the assessment data/results used to inform decisions concerning the curriculum and administration of the program?

In 2004, DURP continued the curriculum revisions initiated in the 2002-2003 academic year. These revisions include moving one of the two required methods courses and one of the required theory courses into each of the four substantive 'streams': land use and infrastructure, environmental planning, community planning and planning in Asia.