

External Review Report

7th Cycle Program Review

Criminal Justice Studies and Urban Studies and Planning
School of Public Affairs and Civic Engagement
San Francisco State University

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Table of Contents

Section	Page #
1.0 Overview of the Programs	2
1.1 Criminal Justice Studies Overview.....	2
1.2 Urban Studies and Planning Overview.....	3
2.0 Program Quality	3
2.1 Program Planning.....	3
2.2 Student Learning and Achievement.....	5
2.3 The Curriculum.....	6
2.4 Faculty.....	7
2.5 Resources.....	9
2.6 The Program’s Conclusions, Plans, and Goals.....	10
3.0 Commendations of Strengths and Achievements	10
3.1 Criminal Justice Studies Strengths and Achievements.....	10
3.2 Urban Studies and Planning Strengths and Achievements.....	11
4.0 Recommendations and Strategies for Program Improvement	12
4.1 PACE-level Recommendations	12
4.2 Criminal Justice Studies Recommendations.....	14
4.3 Urban Studies and Planning Recommendations.....	15
5.0 Appendix	17
A. SJSU Master of Urban Planning Annual Assessment Report.....	18

1.0 Overview of the Programs

This report is based on the review of the self-study report prepared by the Criminal Justice Studies (CJS) and Urban Studies and Planning (USP) programs at San Francisco State University, and a site visit conducted by three external reviewers (Steve Herbert, Dayana Salazar, and Richelle Swan) on November 16 and 17, 2017.

The two programs under review are housed in the School of Public Affairs and Civic Engagement (PACE), created in 2011 within the context of a campus-wide administrative restructuring. Therefore, the reviewers considered information provided about PACE in both in the self-study and the site visit in addition to information for the CJS and USP programs.

As instructed by the Dean of the College of Health and Social Sciences, this report was prepared by two of the three site visitors (Swan and Salazar). While the report focuses centrally on CJS and USP as independent programs, it offers general recommendations for greater integration between the two programs under the umbrella of PACE. The reviewers acknowledge that the recommendations offered in this report provide only a partial picture of the many potential avenues of interdisciplinary integration among the five programs within PACE.

1.1 Criminal Justice Studies Overview

The Criminal Justice Studies (CJS) program at San Francisco State University offers as multidisciplinary undergraduate education in the study of law, crime, and justice. The program currently delivers a series of upper-division classes in its major and minor that help students develop theoretical and methodological skills to analyze the most pressing issues of our day. Unlike traditional criminal justice programs, the CJS program emphasizes the importance of social justice and its relevance to the analysis of human behavior, social control and its larger sociopolitical context. This emphasis reinforces the philosophy of the larger PACE program of which it is a part, and the mission of SFSU as a whole. Recent changes to the mission of the CJS program and its student learning outcomes center it in a critical justice studies tradition that is experiencing high demand nationally.

The CJS program has been successful at drawing a large number of students into its ranks due its wide-ranging curricula, strong connections with community colleges in the region, and engaging faculty. CJS is an inclusive program with 60% of its students coming from underrepresented groups and a student population consisting of nearly equal number of women and men. Over the last five years, the CJS faculty has thoughtfully grappled with the opportunities and challenges of high student enrollment. They declared impaction of the major in Fall 2013, which reduced its unbridled growth. The CJS faculty temporarily removed impaction status in Fall 2016, resulting in an immediate and significant increase in student enrollment. With only five tenure-track faculty and a dozen lecturers teaching approximately 800 majors in Fall 2017, the department once again must prioritize capacity issues as they move into the future. Their recently approved hiring requests for two tenure-track positions (one a joint hire with the Master's of Public Administration program) demonstrate that the CJS faculty has been using creative and collaborative ways to increase their ranks while serving other programs in their school. Their plans to create PACE-wide courses that serve the CJS students and others demonstrate that they are willing to continue using such methods in the future.

This review is significant because it is the first one for the CJS program. Their self-study for the program review and our discussions with faculty and administrators during our campus visit included frank assessments of where the department has been, where it is now, and where it is going.

1.2 Urban Studies and Planning Overview

The Urban Studies and Planning program at SFSU has built a reputation in the academic and professional communities for doing an excellent job in preparing a highly diverse student population for careers in urban planning and policy in the public, private sector and nonprofit sectors. The interdisciplinary, applied nature of the program prepares USP students well to engage in both graduate education and employment in a wide range of fields that include urban planning, housing, transportation, real estate, community development, social services, and public policy among others.

A key strength of USP lies in the opportunities it provides students to apply the knowledge and skills acquired in the classroom to project-based and internship experiences with local government, community and nonprofit organizations that have established long-lasting, deep connections with the program.

The program's faculty interdisciplinary engagement in community issues of critical importance at the local, national and global levels informs the USP curriculum and defines its special niche in urban planning and public policy education.

2.0 Program Quality

2.1 Program Planning

2.1.a Criminal Justice Studies Program Planning

The CJS faculty have recently started the process of aligning their program planning and assessment with that of PACE. After hiring two Assistant Professors in 2016, the CJS department reconsidered their program's mission statement and programmatic student learning objectives (PSLOs) to reflect the current concerns of their faculty and the School. The new mission statement demonstrates that the department values an intersectional analysis of criminal justice systems that considers race, class, gender, sexuality and age inequities. In addition, it highlights the importance of ethical reasoning, critical analysis, and alternative approaches to the social problems linked to crime and its control.

The CJS faculty reduced their PSLOs from seven to five, streamlining them and eliminating SLOs that were no longer central to their current course delivery (i.e., understanding a legal brief, understanding law, right and fairness in the formulation of criminal justice policy). Also, they changed their emphasis in the field experience PSLO from applying criminal justice knowledge to their field experience to applying critical analysis, methodology, and ethical reasoning to their field experience. All of these changes reflect the priorities of their School outlined in PACE's Big Learning Outcome.

As noted previously, CJS has never undergone program review, and their last program assessment was of the 2011-2012 academic year. This gap in assessment is significant and the program is taking steps to address it. They developed a revamped assessment plan along with rubrics to analyze future student papers in two of their courses, CJ 330 (Research Methods in Criminal Justice) and CJ 680 (Field Course in Criminal Justice w/ an internship or research methods option) to evaluate student achievement of the goals in the course. Faculty did a trial run of this new assessment approach in CJ 680 during the 2016-2017 academic year and found that they will need to further revise it by modifying the rubrics and changing the procedure for faculty evaluation of papers. In their self-study, faculty note that the trial run indicated that the students were inadequately prepared to accomplish the goals of the assignment by the existing curriculum. It is not clear if PSLO attainment (using the relevant PSLOs for the class based on the five new PSLOs) was measured in the rubrics used in the trial run. If they are not, that level of program assessment will need to be developed in the future. A revised curriculum map in which classes

are mapped to the five current PSLOs and each core class is tasked with either introducing, reinforcing, or mastering a student outcome will help with future assessment endeavors.

The CJS faculty state that will use their revised rubrics and process to assess classes in Fall 2017. They note that they will continue to collect information from a number of sources to map out the future directions from their department, including the use of a regularly administered alumni survey. We agree that the creation and use of such a survey will be an important tool for assessing student perceptions of the program.

2.1.b Urban Studies and Planning Program Planning

Since its last review in 2001, USP has made significant progress addressing its “concluding action memorandum” (CAM) through a number of inter-related initiatives that include:

- Adopting a mission statement that reflects the program’s strengths and goals, with particular emphasis on the interdisciplinary orientation that naturally aligns USP with the collective vision for PACE.
- Reflecting the professional and urban planning orientation of the program by:
 - Renaming the degree and the program to better reflect the professional urban planning orientation of the curriculum and faculty expertise.
 - Developing a new course (USP 402: Introduction to Planning History and Theory) in response to the evolving emphasis on urban planning in the program.
- Recruiting students to the field of urban studies and the USP program by:
 - Creating a new lower division course (USP 200: Changing Cities).
 - Restructuring GE offerings to include 6 courses that attract non-majors into USP courses. The courses are cross-listed with Geography, Political Science, Sociology, and History.
 - Providing program information to City College counselors.
- Developing the USP curriculum by:
 - Providing greater emphasis on instruction on disciplinary written communication skills in a new course (USP 401: Seminar in Urban Studies and Planning - GVAR).
 - Integrating community service and project-based learning pedagogies in USP 480: Intro to Urban Policy and Analysis, 560: Urban Poverty & Policy, 570: Urban Health Policy, and USP 680: Urban Studies and Planning Senior Seminar.
 - Expanding curricular focus on global and international perspectives that capitalize on faculty expertise and the program’s expressed mission to prepare students to address issues of urban planning and policy in cities throughout the world. This was done through the development of USP 470: City in a Global Society, the redesign of courses to include international perspectives, and the certification of the “global perspectives” SF State Study requirement in 2 GE classes (USP 515: Environmental Justice & 580: Housing Policy and Planning).
 - Integrating critical spatial analysis skills (GIS) in the curriculum in the second of a 2-semester methods course sequence (USP 493: Data Analysis).
 - Creating a two-year graduation roadmap for upper division students.
- Improving the assessment plan for program’s learning outcomes (PLO) by:
 - Standardizing the assessment of courses.
 - Including instructor and client/internship supervisor feedback in USP 603: Public Service Internship & Seminar, 604: Internship Seminar, 680: Senior Seminar, and 681: Senior Thesis.

CAM objectives that were not met since last program review as a result of a campus-wide organizational restructure include:

- Hiring a faculty member with expertise in urban design.
- Instituting a graduate program at SFSU in collaboration with Cal Poly San Luis Obispo and San José State University.

2.2 Student Learning and Achievement

2.2.a Criminal Justice Studies Student Learning and Achievement

As considered above in 2.1, the CJS department does not have a history of recent assessment data to fall back upon when considering their student learning and achievement. Therefore, they used the 2016-2017 academic year to chart out a revised mission and updated programmatic student learning outcomes, create new assessment tools, and run a trial study with those tools. They have not included recent data on student achievement of PSLOs in their self-study report so we cannot comment on that aspect of student learning.

It is clear that student learning in the CJS program may be affected by the high enrollment in the major and students' difficulty in enrolling in courses. The program has attempted to expedite degree completion of its students through the declaration of impacted status and loosening elective area requirements. Yet, in 2014-2015, the most recent data provided in the self-study, the average CJS time to degree was 15 semesters. In our meeting with CJS students, the majority of whom were new transfer students, we found that one of their primary concerns was how difficult it was to enroll in CJ 300, the first required class in the major. Although the group was not a representative sample of the students in the program, it may be the case that they are experiencing the consequence of lifting of impact status on the major in Fall 2016. When combined with the larger-than-average class sizes that CJS faculty teach compared to the rest of the College of Health and Social Sciences and the program's high student-to-faculty ratio, student learning is bound to be impacted. As the faculty note, the integration of high impact practices into the curriculum and intensive feedback on student skills are hampered by these factors.

2.2.b Urban Studies and Planning Student Learning and Achievement

As mentioned above in 2.1.b, the program revised and updated its assessment plan for program student learning outcomes (PSLOs). The program collects program learning outcomes assessment data as follows:

- Evaluation instruments completed by clients and advisors in capstone courses (680)
- Self-reflection completed by students in capstone courses (680)
- Individual student evaluations completed by supervisors in Internship Seminars (603/604)
- Grading rubric for Senior Thesis (681)

While the program indicates PSLO data has been collected since the last program review, it has not yet been analyzed. Thus, it is unclear how the program utilizes the results of assessing program learning outcomes to inform its curricular development priorities is.

For instance, the program has engaged in the development of a new GVAR course (USP 401) that addresses the need for intensive instruction in disciplinary writing. The program's self-study indicates a concern with declining communication skills among incoming students which appear to be improving as a result of the GVAR course. It is unclear, however, how the erosion and improvement of written communication skills among students are evidenced within the context of the program's overall assessment of learning outcomes.

2.3 The Curriculum

2.3.a Criminal Justice Studies Curriculum

The CJS faculty has designed a major of upper-division courses in a number of different formats (face-to-face, hybrid, and online) to make the most of available resources and allow students to explore the offerings of multiple disciplines. The CJS program is uniquely constructed with a highly flexible curricular path and only three of the eleven classes for the major are mandatory and one of the five courses required for the minor. In the major, these foundational courses are CJ 300, Criminal Justice, A Cross-Disciplinary Perspective (4 units, an upper-division social science course and a social justice course at SFSU); CJ 323 GW, Ethics in Criminal Justice, GVAR (3 units) *or* CJ 330 GW, Research Methods in Criminal Justice, GVAR (4 units); and CJS 680, Field Course in Criminal Justice (internship or field research version) (4 units), a supervisory course. The remaining eight classes needed for the major can be chosen from one or all of four topic areas: Administration of Justice, Crime and Delinquency, Legal Studies, and Working with Diverse Communities. CJS faculty teach many of the classes in the administration of justice and criminology and delinquency areas, a few in the legal studies area, and none of the classes in the diverse communities area. The minor requires CJ 300 and four classes chosen out of any of the four topic areas.

The current requirements of the major lead to a wide variety of experiences for students. It is possible for CJS students to take all eight of their elective classes in disciplines outside of the department, which include classes in approximately twenty other areas; by taking a mixture of classes inside and outside of the department; or by taking only CJ classes. Thus, upon graduation, students' foundation in the department's vision of the major may or may not be strong. In addition, the course units for electives (and of the methodological core course) vary between 3-4 units, which result in the course unit total for the major to be between 35 and 44 units. This allows for a potentially large difference in the unit hours students complete, assuming the expectations of the CSU Credit Hour Policy (i.e., 2 hours out of class for every hour in class) are met in each class. The minor requirements allow for a similar range of experiences.

We learned from the self-study and discussions with faculty that the elective requirements for the major originally were designed to require students to take two classes in each elective area, but they removed the area requirement to expedite time to graduation. It is possible that this policy could be reversed over time to increase the consistency of student experiences if resources and planning allow.

2.3.b Urban Studies and Planning Curriculum

In alignment with national standards for undergraduate education in urban planning and public policy, the USP curriculum offers high quality, rigorous instruction through:

- Foundational courses in history, theory and methods that align closely with standards for the content of undergraduate education in urban planning and public policy.
- Opportunities to develop specialized knowledge through electives in policy and planning that focus on sustainability, housing, social issues and global perspectives.
- Applied community-based experiences through internships and/or capstone courses.

Program faculty have engaged in a number of pedagogical innovations and development designed to reflect the urban planning and public policy orientation of the program. Some new curricular directions include:

- State-of-the-art spatial analysis (GIS) into the research methods 2-course sequence that focuses on quantitative methods

- Community service and project-based learning into 3 courses
- A new urban planning history and theory course
- A new capstone course
- Discipline-specific writing instruction
- A new lower division course designed to attract non-majors into the program

A more detailed overview of curricular development initiatives undertaken by the program since 2001 is presented above in 2.1.b.

2.4 Faculty

2.4.a Criminal Justice Studies Faculty

As of 2017, the CJS tenured/tenure-track faculty includes two Associate Professors and three Assistant Professors and four of them are currently teaching in the program. One of the Associate Professors, Dr. Elizabeth Brown, is currently the Director of PACE, and her administrative duties have precluded her from teaching in the program for the last several years. At the time of the CJS self-study, the majority of the faculty were white, non-Latin@ (66%) and male (60%). They have doctoral degrees in Geography (Dr. Brown), Criminal Justice (Dr. Snipes), Policy Organization and Measurement (Dr. Barganier), and Sociology (Drs. Rodríguez and Yarbrough), and one faculty member (Dr. Snipes) has a J.D. in Law. The diverse academic training that they bring into the department helps make CJS a truly multi-disciplinary program.

CJS faculty members teach both core and elective classes and often prepare several new classes a year. They are able to request their teaching assignments and have the ability to develop their classes over time. Student teaching evaluations and peer evaluations factor into the assessment of faculty instruction. New faculty participate in orientation and first-year workshops at the college level and have mentoring opportunities within program as well. There is no RTP process specific to the program; professors are evaluated under a PACE-wide RTP policy and committees that consist of PACE faculty members.

The CJS faculty balances their substantial teaching demands with a healthy involvement in research and service. They have written books, peer-reviewed journal articles, book chapters, and policy reports on criminological theory, criminal procedures, community policing, race and crime, juvenile justice policy and social space, homelessness, and racial capitalism. CJS faculty members have active scholarly agendas and several important works under development. They also have a collective history of sharing their work in regional, national, and international conferences and invited talks. They serve communities inside and outside the University; sitting on many University committees and working with local organizations, such as the Coalition on Homelessness and the Roadmap to Peace.

There are currently twelve lecturer faculty contributing to CJS and they teach the majority of the program's classes. No information was provided to us about the demographics of this group. We do know that many lecturers come from professional backgrounds in law, juvenile justice policymaking and research, and policing, while others are graduate students from universities in the Bay Area. The range of expertise that this group of faculty brings to CJS is of significant benefit not only in terms of the delivery of classes, but also in facilitating networking opportunities for students that lead to internships, job opportunities, and graduate school enrollment.

The students we met with during the campus visit provided glowing feedback about the tenure-track/tenured professors and lecturers in CJS. They noted that classes in the major were interesting and inspired them to learn more about the field. Students also emphasized that CJS instructors went out of their way to be accessible and helped them learn more about the major and gain entry to their classes.

2.4.b Urban Studies and Planning Faculty

Local, national and international engagement

Collectively, USP faculty advance a wide range of research, scholarship and creative activities in the fields of urban planning and public policy. Program faculty are actively engaged in urban issues at the local, national and international level, and their work enriches and informs the classroom experience for USP students.

At the local level, faculty are highly responsive to community issues of great urgency ranging from homeless encampments and public policy, sustainability, and the effects of inclusionary housing and waterfront development in San Francisco, among others.

The program faculty also bring a distinctive national and international orientation to the program as a reflection of the global reach of their work. The faculty's scholarly and professional activities have extended through the US, and internationally to Turkey, Sweden, Cuba, Portugal, South Africa, and the U.K.

Commitment to student success

The faculty engage with USP students in a number of High Impact Practices (HIPs) that include high-quality internships, research (i.e. research project on the effects of inclusionary housing in San Francisco) community-engaged learning projects, the program's student-run journal (*Urban Action*), and the program's student organization (Students for Planning and Urban Affairs).

The program provides ample opportunities for students to interact with tenure-line faculty. All USP courses are taught by tenure-line faculty, with each faculty member teaching 3-6 USP courses per academic year.

Interdisciplinary orientation

Reflecting the interdisciplinary orientation of the field and the program, faculty participate in a number of initiatives that include, among others:

- Creating the new Applied Housing Research Center at PACE
- Developing a youth environmental literacy & work readiness curriculum (Roots of Success) used in prisons, jails, juvenile facilities, reentry programs, job training programs high schools and youth programs throughout the US, South Africa and the UK.
- Participating in the Health Equity Institute
- Directing the Willie Brown Fellowship
- Teaching in the Public Administration, Geography and Environmental Studies programs
- Cross-listing USP courses with numerous programs
- Assisting with the creation of the Environmental Studies program and faculty hiring

One of the goals articulated in the last program review was to hire a fifth tenure-line faculty member in USP. This goal has not been achieved as the University has undergone deep restructuring as a result of a budget crisis. Therefore, faculty hiring priorities have shifted throughout the University and in the College to better support the vision for PACE as a cohesive, integrated interdisciplinary faculty and curricula.

While a faculty member has not been hired to teach exclusively in the USP program, recruitment is underway for three PACE-wide interdisciplinary faculty hires, one of which is in the area of climate change adaptation in cities. The new faculty member is expected to teach across programs in Environmental Studies (ENVS), Public Administration (MPA) and USP.

2.5 Resources

2.5.a Criminal Justice Studies Resources

The biggest challenge that CJS faculty face in delivering their program is a lack of adequate resources; including space, funds, and advising support.

As is the case PACE-wide, CJS professors share an office with another tenured/tenure-track professor or multiple lecturers. Although CJS faculty manage this space crunch collegially, this lack of privacy impacts their ability to have a quiet, private workspace where they can make the most of their work hours. The Director of PACE and three PACE staff work in one of the three office spaces reserved for administration of the School. PACE does not have any lab space assigned to it and relies on CHSS labs to be made available for CJS classes that need them, such as Research Methods.

Although funding was not addressed specifically in the CJS Resources section of the self-study, it is clear that CJS currently does not have funding that is keeping up with its fast growth. It is difficult for students to enroll in the course sections that are available, class sizes are bigger than in those in other programs in PACE and in the College, and more instructors are needed. In the long run, inadequate funding will inevitably hurt the quality of the program if it remains or exceeds its current size.

The need for resources related to advising support is especially clear. The five tenured/tenure-track CJS faculty serve as major advisors for the over 800 students in the major, the minor, as well as prospective students. There is no system in which students are assigned to a specific faculty member, and faculty may do a disproportionate amount of advising work depending on their perceived availability by students. Students benefit from having accurate advising specific to their majors, minors and career goals, which requires specialized knowledge of the field. Yet, the small number of tenure-track/tenured faculty is unable to adequately advise such a large number of students. This situation especially hurts probationary faculty who need to be able to dedicate the bulk of their time to teaching, research, and other forms of service.

2.5.b Urban Studies and Planning Resources

Instructional Resources

The program has access to a teaching computer lab with the software required to provide instruction in both spatial and quantitative analysis (GIS & SPSS). The computer lab is open during office hours. GIS software is also available 24 hours, seven days a week in computers at the Leonard library. Even though GIS software is available at different locations on campus, students indicated that they would benefit from having access to the software at home given the significant amount of time and practice it takes to master this critical skill.

Faculty recruit senior students to serve as Teaching Assistants in time-intensive hands-on courses such as GIS.

Administrative Resources

As a result of lack of compensation for program coordination the USP program does not currently have a faculty member overseeing critical functions such as curriculum development, convening program faculty meetings, coordinating student advising, course scheduling, and student recruitment and admissions. This lack of administrative support has seriously undermined the program's ability to maintain communication lines among faculty, advocate for itself, and coordinate its work with PACE.

2.6 The Program's Conclusions, Plans, and Goals

2.6.a Criminal Justice Studies Conclusions, Plans, and Goals

The CJS faculty conclude their self-study with a list of solid priorities that stem from the challenges and opportunities they currently face. They outline immediate, mid-term and long-term goals to address their enrollment, course availability and assessment of student learning. Their immediate goals include the creation and integration of three PACE-wide courses to help with enrollment, course delivery, and increased student understanding of public affairs, as well as continued assessment development. Their mid-term goals include redesigning the major and creating more opportunities for students to develop critical skills in methodology, theory, and practice in new and existing courses; they suggest that smaller classes sizes and teaching assistants will be vital to providing additional research opportunities and service learning experiences. In the long-term, they hope to hire faculty who can contribute to multiple programs in PACE, help with CJS instruction and advising, and increase the inclusion of faculty of different academic ranks.

2.6.b Urban Studies and Planning Conclusions, Plans, and Goals

The program goals stated in the self-study report adequately respond to the program's trajectory and progress since the last program review, as well as the changing institutional dynamics both in the program and in the larger units in which it is now housed. In particular, both in the self-study report and during the site visit USP faculty expressed support for continuing to advance the project of PACE integration.

During the current semester, the program has set out to continue to develop written communication skills in courses beyond the USP GVAR course and student learning goals across the curriculum.

In alignment with PACE's goal of increasing faculty resources, USP's long-term goal is to gain additional teaching resources in order to expand the number of majors in the program.

In addition to the goals stated in the self-study report, reviewers offer a number of program specific and PACE-wide recommendations in section 4.3.

3.0 Commendations of Strengths and Achievements

3.1 Criminal Justice Studies Strengths and Achievements

The CJS faculty and staff are doing an impressive job of delivering a very large major and a minor with the limited resources that are available. Their multidisciplinary, upper-division requirements encourage students to explore a variety of perspectives on law, crime, and justice that transcend mainstream social constructions of these subjects. The breadth of the CJS program elective requirements emphasizes the relevance of both the social sciences and the humanities to a well-rounded understanding of justice issues. This benefits the diverse CJS student body and allows them to make connections between their lived experiences and the current social structures that shape them. It is important to emphasize this vital contribution given that many of the CJS students enter the program with a limited understanding of the expanse of justice studies. Upon graduation, students are better prepared for graduate school and employment in a number of different fields than they would be otherwise. Recent alumni data reflect the fact that students rarely pursue employment in law enforcement agencies as might be expected, and instead often pursue work in nonprofits and other government agencies.

The CJS faculty are to be commended upon the enthusiasm that they bring to their instruction. The students are intrigued by the presentation of course material in their classes, appreciate the instructors'

willingness to advise them both inside and outside of the classroom, and enjoy the content of their courses. The open and honest spirit in which CJS faculty reflect upon the current state of their assessment tools and student learning goals bodes well for their future curricular endeavors.

In spite of the many demands upon them, CJS faculty have active scholarly agendas and publish works in top-notch journals and by reputable scholarly presses. In addition, they make important contributions in the tradition of public criminology by writing scholarly policy reports and using insights from their scholarship to help local community groups. They also play a vital role in service across the university. It is clear that their willingness to collaborate with others inside and outside of PACE in multiple ways helps others beyond their program. They are moving in the direction of continued innovation and it is clear that they are valuable members of SFSU and the greater community.

3.2 Urban Studies and Planning Strengths and Achievements

The USP program is held in high regard for their work preparing diverse students well for careers and graduate study in a wide range of fields in urban planning and policy. The program provides a rich learning environment and brings theory to life through its real world praxis.

The faculty exhibit an extraordinary commitment to teaching and community engagement, where that engagement becomes the living laboratory for students to learn by doing, assuming the role of consulting planners working with and on behalf of the community. The program's commitment to student success is also evident in numerous curricular development initiatives and the integration of High Impact Practices.

The program is commended for ongoing efforts to help students strengthen written communication skills, while also continuing to adopt effective pedagogical approaches through faculty participation in campus-wide workshops and mentoring programs.

The program is also commended for integrating spatial analysis (Geographic Information Systems) in a core 2-course quantitative methods sequence that enables students to develop a critical technical and analytical skill that will serve them well in a wide range of careers.

Faculty are deeply invested in the success of their students in their roles as advisors for internships, community-based research and projects, and the program's student-run journal (Urban Action), and in the recent revival of the student organization (Students for Planning and Urban Affairs).

USP faculty are passionate about solving urgent urban problems locally and also in national and international arenas. Their active research agenda and strong international orientation have earned program faculty a reputation as experts in global issues while also enriching the classroom experience for their students.

USP faculty were instrumental in the creation of the university-wide minor in Community Engagement which promises to expand opportunities for community-based interdisciplinary linkages between USP and other programs in PACE and throughout the campus.

The meeting with students became a memorable highlight of the site visit with students eloquently articulating their passion for addressing urgent urban and social justice issues, their appreciation for the quality of instruction provided in the program, and the dedication of their professors to their academic and professional success.

The diversity of the student body across many dimensions that include race, ethnicity, life experiences, and age, also contributes to a rich learning environment. This diversity enables the program to foster a strong sense of community among students and effective partnerships with the communities with which

it engages. Moreover, small class sizes, peer mentoring and a cohort-model build a strong sense of community among students enabling them to learn from each other's diverse perspectives.

4.0 Recommendations and Strategies for Program Improvement

4.1 PACE-level Recommendations

The potential integration of the five units is a central preoccupation of PACE faculty. For that reason, the futures of each unit can only be considered against the larger backdrop of PACE. Our recommendations for both CJS and USP must thereby be accompanied with recommendations for PACE, particularly with respect to the project of integration.

The PACE faculty, in general, appear receptive to the possibility of greater integration. The faculty have already successfully undertaken the difficult task of developing shared criteria for tenure and promotion. Also, efforts proceed to develop PACE-level courses that could serve students in multiple units. In addition, two of the most recently-approved hires were explicitly designed to attract individuals who will work across at least two units. All of these moves are sensible and constructive.

At the same time, there is some faculty concern that greater integration could threaten the integrity of individual programs. Units with deservedly strong reputations understandably wish to ensure that their longstanding successful practices will continue, even as integration moves forward.

There are no simple means to manage these tensions. Faculty will need to engage in open, capacious and collegial dialogue to find the proper balance between cross-unit collaboration and individual-level program development. Collaboration can and should be pursued where it maximizes teaching efficiencies, improves student outcomes, and builds intellectual bridges. Yet it must be managed to minimize threats to well-established program-level practices. In our view, the following steps could maximize the possibility that a healthy such balance could develop

Continue to explore curricular integration

We encourage continued work to develop courses that could serve students in multiple units. For instance, we encourage PACE-wide faculty to contribute to the development of a new PACE 200 course. We see this course as promising. Both CJS and USP faculty voiced concern about the level of preparation that they see in their junior-level students. There is also University-wide concern about retention of students. PACE 200 seems poised to address both of these concerns. It could help prepare students for upper-division courses, just as it could provide an early entrée to the PACE curriculum, and thus retain sophomore-level students interested in one of the School's programs. In addition, conversations about how to best structure the course could enable the types of constructive collaboration necessary to develop a stronger PACE-wide intellectual culture and curricular structure.

It is less clear to us precisely how other PACE-wide courses would legitimately serve the needs of multiple units -- largely because we did not learn much about the curriculum of the other three units -- but we do believe that continued collective and collegial discussions could yield multiple means by which curricular integration would benefit PACE. We certainly encourage such discussions at the level of research methods. Collaboration at this level could enable students in multiple units to acquire methodological proficiency in both quantitative and qualitative methods, whilst maximizing efficiencies in the use of faculty teaching energies. It should be possible to do this without sacrificing the quality of the existing preparation students receive in research methods.

In terms of solely CJS and USP, we see ample opportunities for cross-unit curricular collaborations. The range of courses that could serve students in both units is quite expansive. Issues of social control are central to the dynamics of urban societies, and vice versa. CJS students should understand how urban dynamics shape crime, policing, and punishment, just as USP students should see how both formal and informal social control processes underwrite the everyday life of cities. Courses with titles such as “Policing the City”, “Mass Incarceration and Urban Community”, and “Social Control and Urban Democracy” could easily result from productive collaboration, amongst many possible others. Faculty and students alike would benefit from this type of curricular development.

Explore joint faculty hires

A particularly fruitful way to develop this cross-unit curricular collaboration would be to explore a future hire aimed at precisely that. One such possibility would be to advocate for a new faculty member who studied the relationship between the design of the built environment and the processes of social control. Other possibilities exist, of course, but we believe a new faculty hire could be a particularly fruitful way to enable CJS and UPS to draw closer together.

Develop a stronger PACE-wide intellectual culture

Curriculum is thus one place to realize the benefits of greater PACE-wide integration in a way that benefits CJS and USP. Another is to develop a School-level intellectual culture. The PACE faculty share a range of intellectual interests that we encourage them to share with one another. Regular School colloquia could enable faculty to share their research, and to solicit constructive suggestions from one another on nascent projects. In the best case scenario, potential research collaborations could result. At the least, such fora would enable PACE faculty to develop a greater appreciation for each other, and could strengthen a culture of engagement that could enhance collective governance processes and creative curriculum development. A relatively modest investment of College-level resources could yield considerable dividends in terms of a stronger School-wide intellectual culture.

This PACE-level culture can develop at the student level, as well. For instance, the current editor of *Urban Action* informed us that she is keen to solicit contributions from students outside of USP, the traditional home of that student-led journal. We see much promise in this and other potential endeavors to engage students across the School’s programs.

Continue to develop a strong governance structure

PACE faculty indicated satisfaction with the processes that yielded a shared policy to govern promotion and tenure processes. We are encouraged that efforts are ongoing in other areas, including the development of policies for decision making, scheduling, and service. We hope that such efforts proceed with strong faculty buy-in, and with a shared commitment to collegiality, collaboration, and compromise. We also hope that faculty across PACE volunteer actively for various School-level committees. Only in this way will the interests of individual units best be preserved, and cross-unit efficiencies and opportunities best be realized.

Provide appropriate compensation for program co-ordinators

At the same time that we see multiple benefits from PACE integration, and multiple vehicles through which it could occur, we also recognize the need to preserve the integrity of individual programs and the quality of instruction that occurs within them. Such quality is difficult to perpetuate without a program co-ordinator able to concentrate attention on curricular development and planning, along with several other essential tasks. Further, engaged program co-ordinators could interact creatively with one another to explore various forms of cross-unit efficiencies and collaborations. However, if this labor receives no compensation, it is difficult to provide sufficient incentives to encourage committed faculty volunteers. For this reason, we recommend that some means of adequate compensation be provided that would

motivate faculty to assume this important role. We are concerned that the project of PACE integration will be unnecessarily imperiled without an appropriate level of compensation for program co-ordination work.

Ensure adequate staff

We were deeply struck by the high level of hands-on involvement between faculty and students in both programs. Indeed, this was one of the most compelling of the testimonies we heard from the students we met. They all indicated that they experienced faculty as caring and eager to help. Yet this level of faculty service can be time-consuming. The high level of demand for the CJS major, in particular, places notable pressures on faculty, who all do extensive advising, even at the assistant professor level. We strongly encourage any and all means to enable program staff to attend to student advising needs, particularly if either or both programs see growth in demand for their majors in the future.

4.2 Criminal Justice Studies Recommendations

Map student learning objectives to required courses in the catalog description

In order to advance the development of their assessment plans and tools, CJS faculty should consider linking their five new learning objectives directly to specific courses in the major in their University catalog description. Given that the program is in the unusual position of having only three required courses, it may be necessary to spread this mapping in the catalog description to include the elective areas as well. The continued development of a curriculum map that notes the different classes in which SLOs are introduced, reinforced, and mastered is also recommended. This will help with the creation and use of assessment rubrics that analyze student achievement directly in terms of the relevant programmatic student learning objective/s for a given course and the level of mastery expected.

Create a required lower-division course

A lower-division required course in CJS is needed to bring students into their major early in their undergraduate education and to maintain their interest in the program. Students who began their university education at SFSU shared in conversation that they found it difficult to have no classes in the program until their third year. If developed and offered, PACE 200 could serve this function by having a section of the class focused on CJS topics. If PACE 200 does not come to fruition, this lower-division CJS class will be especially important to integrate into the curriculum.

Require a single research methods course

In the event that CJS decides to keep its own specialized Research Methods (GWAR) course, we recommend wrapping the topics of ethics (normally covered in CJ 323 GWAR) into the Research Methods course (CJ 330 GW, 4 units) and requiring it for all majors. Faculty have indicated that CJ 330 helps equip students to do well in CJ 680. All students will benefit from having a solid base in methodological skills and reasoning—ideally before they move on to their electives and their field experience class.

Re-evaluate the list of CJS electives in other programs

We recommend re-evaluating the classes from other disciplines included as options for the major and minor and eliminating classes from the list that are not offered at least once a year by their respective departments. This will help guarantee student access to course options and minimize student frustration related to enrollment difficulties.

Reinstate the area requirements or restructure area requirements

In order to guarantee a balance between the depth and the breadth of the CJS major, faculty should consider ways to reinstate the area requirements that they previously enforced. Alternatively, CJS faculty could replace their four content areas with two broad content areas: one that focuses on a theme

traditionally related to CJ classes and the other that is focused on a theme related to outside disciplines. The first area could include all CJS classes and the second could include classes from other departments. This would guarantee that all students take CJS classes beyond the three in the core, as well as classes in other disciplines.

Study the implications of making CJS elective unit-hours consistent

Consider what the implications would be of making all of the CJS electives either 3 or 4 units in order to standardize the expectations and workload of majors.

Create a list of approved internships

Create a list of approved internships that can be chosen for the CJ 680 Field Experience. Post this list on the CJS website to increase student access to the information before they enroll in the class.

Hire additional faculty

More tenure-track faculty are needed in the CJS program because of its high enrollment. Given that there are few tenure-track faculty to begin with (five), additional hires beyond the two that will likely be made during this academic year are needed. There are no Full Professors in the department at the moment, and the two Associate Professors have service responsibilities that exceed their academic rank. It would be ideal for new hires to come in at the Associate Professor rank in order for them to immediately be able to help out with the teaching, service, and advising needs of the program. As noted in the PACE recommendations, additional joint-hires that serve the needs of CJS and other PACE programs can help in this regard.

Periodically reassess enrollment and enrollment-management options

Given the explosive growth of the CJS major and minor, we recommend that the faculty reassess program growth every semester and brainstorm ways to keep it at a manageable level. The program should clarify the conditions under which another declaration of impaction would be necessary and work to minimize the negative effects on first-generation students and educationally marginalized communities should it become unavoidable.

4.3 Urban Studies and Planning Recommendations

Complementing the PACE-level recommendations provided above as well as the immediate-, mid- and long-term goals presented in the program's self-study report, a number of USP-specific recommendations are offered here in the spirit of furthering program excellence.

Reflect the global orientation of the program in its mission statement

While the distinctive international orientation of faculty research and professional activity was evident in program materials and in some aspects of the curriculum, this particular strength wasn't reflected in the revised program's mission. A nod to this area of expertise among USP faculty would clearly signal to a distinctive niche of the program, among the other areas of strength already present in the mission statement.

Continue to develop and implement the PSLO assessment plan

The program is encouraged to fully develop and implement a plan for collecting and analyzing PSLO data on a regular basis, and use the results of this ongoing process to inform its curricular development efforts.

In addition to the data currently being collected, surveys of graduating students, recent alumni and employers would add an invaluable perspective to the program outcomes assessment in regards to how well USP graduates are prepared for professional practice.

It may be particularly useful to develop a comprehensive overview of the assessment plan in a format that includes, for each PSLO: the course or activity from which data will be collected, the evaluation tool(s), the plan for analysis, and a timeline.

An assessment report for the Master of Urban Planning program at San José State University is provided in Appendix A as a sample that could be of use to USP as it continues to develop and implement its assessment plan.

Explore opportunities to increase student access to the program

Expanding student access to USP—without compromising the quality of the program—will help grow the number of professionals from under-represented minorities in the fields of urban planning and policy, where there is dearth of professionals who understand how to work effectively with and address the needs of underserved communities.

The program is encouraged to continue to explore current initiatives to recruit students earlier in their career at SFSU, such as expanding lower division course offerings, cross-listing and developing (or co-teaching) courses with high-growth programs within PACE and throughout the campus.

In particular, CJS faculty expertise in qualitative methods (such as interviews, case studies, participant observation, and content analysis) may provide opportunities to complement the quantitative methods already offered in USP to prepare students for their capstone experience.

Continue to expand the disciplinary and professional diversity of faculty

As stated above in the PACE-level recommendations, USP is encouraged to explore additional joint hires with other high-growth programs in PACE such as CSJ and ENVS. Joint faculty hires would further the program's interdisciplinary orientation, expand its curricular offerings, and also enhance its outreach to students across a growing range of disciplines.

Currently, all courses hosted by the program are taught by tenure line faculty. Given the central role that hands-on, applied learning experiences play in the USP curriculum, the perspective that planning practitioners bring to the curriculum would greatly enhance its praxis-based orientation. The program is thus encouraged to explore ways for its students to have ongoing access to the wealth of top-notch practitioners available in the San Francisco region by, for instance, engaging them as guest speakers, co-instructors and/or project advisors.

Ensure adequate resources

The program would benefit greatly from securing adequate compensation to maintain a program coordinator who can fulfill essential program-level administrative tasks and advocate for the program's interests, while also continuing to advance opportunities for interdisciplinary integration within PACE.

The recently created GIS course has been enthusiastically received by UPS students. Students share with the reviewers that having full access to GIS software at home would enable them to devote the attention and many hours required to master this powerful, essential tool for their professional practice.

5.0 Appendix

**SJSU Annual Program Assessment Form
Academic Year 2016-2017**

Department: Urban & Regional Planning
Program: Master of Urban Planning
College: Social Sciences
Program Website: http://www.sjsu.edu/urbanplanning/
Link to Program Learning Outcomes (PLOs) on program website: http://www.sjsu.edu/urbanplanning/assessment/index.html
Program Accreditation (if any): Planning Accreditation Board
Contact Person and Email: Hilary Nixon, hilary.nixon@sjsu.edu
Date of Report: March 1, 2017

Part A

1. List of Program Learning Outcomes (PLOs)

PLO1: Conceptualize planning problems from complex, real-world situations so that the problems are meaningful to clients, and are research-worthy.

1. Frame research questions and hypotheses
2. Design appropriate methodologies to answer research questions

PLO2: Communicate effectively.

1. Communicate effectively in writing.
2. Communicate effectively by expressing concepts in visual terms.
3. Communicate effectively through public speaking.

PLO3: Work effectively as team members and leaders of planning teams, and to apply an understanding of interpersonal and group dynamics to assure effective group action.

PLO4: Analyze and synthesize planning knowledge and apply it to address actual planning problems.

PLO5: Develop planning strategies to advance community priorities through collaborative engagement with stakeholders, and do so in a manner that deliberately incorporates multicultural and historical perspectives.

2. **Map of PLOs to [University Learning Goals \(ULGs\)](#)**

(Please indicate how your PLOs map to the University Learning Goals below by listing the PLO under each relevant ULG, or including this map in table form (see examples [here](#)). Use the link above for a full description of each ULG.)

ULG 1 – Specialized Knowledge The entire set of PLOs work together to meet ULG1.
ULG 2 – Broad Integrative Knowledge PLO1, PLO4
ULG 3 – Intellectual Skills PLO2, PLO3
ULG 4 – Applied Knowledge PLO4, PLO5
ULG 5 – Social and Global Responsibilities PLO5

3. Alignment – Matrix of PLOs to Courses

Program Learning Outcome (PLO)	Evaluation tool
1. Conceptualize planning problems from complex, real-world situations so that the problems are meaningful to clients, and are research-worthy.	
a. Frame research questions and hypotheses	298 rubric, outcome 1.1
b. Design appropriate methodologies to answer research questions	298 rubric, outcome 1.3
2. Communicate effectively	
a. Communicate effectively in writing.	298 rubric, outcomes 3.8-3.10 Internship form, item 2
b. Communicate effectively by expressing concepts in visual terms.	298 rubric, outcomes 3.11-3.12
c. Communicate effectively through public speaking.	Internship form, item 3
3. Work effectively as team members and leaders of planning teams, and to apply an understanding of interpersonal and group dynamics to assure effective group action.	201 team work rubric
4. Analyze and synthesize planning knowledge and apply it to address actual planning problems.	298 rubric, outcome 2 Internship form, item 9
5. Develop planning strategies to advance community priorities through collaborative engagement with stakeholders, and do so in a manner that deliberately incorporates multicultural and historical perspectives.	201 collaborative stakeholder engagement rubric, criteria 1

4. Planning – [Assessment Schedule](#)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
PLO 1	A	IA	IA	IA	IA
PLO 2	A	IA	IA	IA	IA
PLO 3	A	IA	IA	IA	IA
PLO 4	A	IA	IA	IA	IA
PLO 5	A	IA	IA	IA	IA

Due to accreditation purposes, we collect and evaluate assessment data on every PLO each year.

5. **Student Experience**

- a. How are your PLOs and the ULGs communicated to students, e.g. websites, syllabi, promotional material, etc.?

PLOs are posted on the department webpage (direct link from homepage titled “assessment”). In addition, all students graduating from the MUP program at SJSU are expected to have graduate-level mastery of the key “Knowledge, Skills, and Values” for professional planners as identified by the Planning Accreditation Board (see <http://www.sjsu.edu/urbanplanning/courses/pabknowledge.html>). These are mapped to our core curriculum and every course syllabus indicates how the course specifically addresses these expectations.

- b. Do students have an opportunity to provide feedback regarding your PLOs and/or the assessment process? If so, please briefly elaborate.

Students are invited to participate in a faculty meeting each semester (led by our student planning organization). During these meetings, students bring up any issues of concern, including curriculum. In addition, all graduating students complete an exit survey which asks specific questions related to the curriculum that is covered in the program. In addition, during our regular re-accreditation site visits, students participate in discussions with the site visit team to discuss issues relevant to the program, including learning outcomes, etc. Student feedback is encouraged and valued by the department.

Part B

6. Assessment Data and Results

Table 1, below, summarizes assessment data for our five PLOs

PLO 1

- | | |
|---|-------------------------|
| 1. Conceptualize planning problems from complex, real-world situations so that the problems are meaningful to clients, and are research-worthy. | |
| a. Frame research questions and hypotheses | 298 rubric, outcome 1.1 |
| b. Design appropriate methodologies to answer research questions | 298 rubric, outcome 1.3 |
-

Students must meet a standard of “good” on the URBP 298B rubric outcomes in order to meet the department’s threshold for student learning.

In Fall 2016 (only semester available for assessment for this year’s report due to change in timeframe), 5 students completed URBP 298B.

- 100% of students (5 out of 5) met the department threshold for PLO 1a
- 100% of students (5 out of 5) met the department threshold for PLO 1b

PLO2

- | | |
|--|--|
| 2. Communicate effectively | |
| a. Communicate effectively in writing. | 298 rubric, outcomes 3.8-3.10
Internship form, item 2 |
| b. Communicate effectively by expressing concepts in visual terms. | 298 rubric, outcomes 3.11-3.12 |
| c. Communicate effectively through public speaking. | Internship form, item 3 |
-

Student must meet a standard of “good” on the URBP 298B rubric outcomes in order to meet the department’s threshold for student learning. On the Internship Evaluation Form, students must receive a minimum score of 4 out of 5.

In Fall 2016 (only semester available for assessment for this year’s report due to change in timeframe), 5 students completed URBP 298B and 5 graduating students submitted Internship Evaluation Forms.

- 100% of students (5 out of 5) met the department threshold for PLO 2a on the URBP 298b rubric and 100% of students (5 out of 5) met the department threshold for PLO 2a on the Internship Evaluation Form
- 100% of students (5 out of 5) met the department threshold for PLO 2b. On the Internship Evaluation Form, 1 student was not evaluated on ability to communicate effectively through public speaking. All other students (4 out of 4) met the department’s threshold for public speaking.

PLO3

3. Work effectively as team members and leaders of planning teams, and to apply an understanding of interpersonal and group dynamics to assure effective group action.	201 team work rubric
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Students are evaluated across a number of criteria using a rubric. Each criteria is scored on a range from 1 to 5. A student must achieve an average score of 4.3 or higher in order to meet the department's threshold for student learning.

In Fall 2016 (only semester available for assessment for this year's report due to change in timeframe), 16 students completed URBP 201. A total of 12 students out of 16 (75%) met the department's threshold. Four of these students earned excellent ratings on the criteria (an average score of 4.7 or higher).

PLO4

4. Analyze and synthesize planning knowledge and apply it to address actual planning problems.	298 rubric, outcome 2 Internship form, item 9
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Students must meet a standard of "good" on the URBP 298B rubric outcome in order to meet the department's threshold for student learning. On the Internship Evaluation Form, students must receive an evaluation of 4

In Fall 2016 (only semester available for assessment for this year's report due to change in timeframe), 5 students completed URBP 298B and 5 graduating students submitted Internship Evaluation Forms.

- 80% of students (4 out of 5) met the department threshold for PLO 4 on the URBP 298b rubric and 100% of students (5 out of 5) met the department threshold for PLO 4 on the Internship Evaluation Form

PLO5

5. Develop planning strategies to advance community priorities through collaborative engagement with stakeholders, and do so in a manner that deliberately incorporates multicultural and historical perspectives.	201 collaborative stakeholder engagement rubric, criteria 1
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Students must meet the department's threshold for student learning based on the assignment rubric.

In Fall 2016 (only semester available for assessment for this year's report due to change in timeframe), 15 students completed the assignment for URBP 201. A total of 12 students out of 15 (80%) met the department's threshold. Five of these students exceeded the department student learning threshold.

Table 1: Percent (and number) of students meeting the threshold for each MUP Student Learning Outcome

Student Learning Outcome (SLO)	Evaluation tool	Fall 2016	AY 15-16	AY 14-15	AY 13-14
1. Conceptualize planning problems from complex, real-world situations so that the problems are meaningful to clients, and are research-worthy.					
a. Frame research questions and hypotheses	298 rubric, outcome 1.1	100% (5)	94% (30)	97% (33)	98% (39)
b. Design appropriate methodologies to answer research questions	298 rubric, outcome 1.3	100% (5)	72% (23)	85% (29)	88% (35)
2. Communicate effectively					
a. Communicate effectively in writing.	298 rubric, outcomes 3.8-3.10	100% (5)	69% (22)	82% (28)	90% (36)
	Internship form, item 2	100% (5)	94% (29)	97% (31)	95% (37)
b. Communicate effectively by expressing concepts in visual terms.	298 rubric, outcomes 3.11-3.12	100% (5)	81% (26)	94% (32)	93% (37)
c. Communicate effectively through public speaking.	Internship form, item 3	100% (4)	95% (25)	100% (25)	95% (20)
3. Work effectively as team members and leaders of planning teams, and to apply an understanding of interpersonal and group dynamics to assure effective group action.	201 team work rubric	75% (12)	86% (25)	N/A	N/A
4. Analyze and synthesize planning knowledge and apply it to address actual planning problems.	298 rubric, outcome 2	80% (4)	56% (18)	56% (19)	58% (23)
	Internship form, item 9	100% (5)	93% (26)	100% (30)	92% (35)
5. Develop planning strategies to advance community priorities through collaborative engagement with stakeholders, and do so in a manner that deliberately incorporates multicultural and historical perspectives.	201 collaborative stakeholder engagement rubric, criteria 1	80% (12)	90% (26)	N/A	N/A

Notes:

Cell in **yellow** have percentages below 80%.

Thresholds used: for 298 rubric, a "good" rating; for the Internship Form, a score of 4+ (out of 5); for the URBP 201 team work rubric, score of 4.3+ (out of 5); and for the URBP 201 collaborative stakeholder engagement rubric, a "good" rating.

7. Analysis

On March 1, 2017, the 2017 assessment data and results were discussed at a department faculty meeting. During that meeting, faculty noted that a high percentage of students meet our threshold for the PLOs. This is generally to be expected since we evaluate student learning at or near the time of graduation. In addition, particularly in the case of URBP 298B, which is the culminating course for students completing their planning report, students are unable to graduate unless they meet certain standards on the grading rubric.

Department faculty did propose several changes to the tools used to evaluate student data:

- Revise all rubrics to have 3 categories: did not meet/met/exceed department expectations for each relevant criteria.
- Revise all rubrics to include more detailed qualitative descriptions of what each level of achievement means relevant to the specific criteria
- Once these changes are implemented, report not only the percentage and number of students who “meet” each PLO, but also those that exceed.
- Potential goals for the future based on these changes:
 - Move more students from “met” category to “exceed”
 - Raise the department threshold

(Please discuss the findings and evaluate the achievement of PLOs and/or progress on recommended actions.)

8. Proposed changes and goals (if any)

(Given your findings, please list the proposed changes and goals for the next academic year and beyond – that is, [how will you “close the loop”?](#))

See above. Specifically the following:

- Revise all rubrics to have 3 categories: did not meet/met/exceed department expectations for each relevant criteria.
- Revise all rubrics to include more detailed qualitative descriptions of what each level of achievement means relevant to the specific criteria
- Once these changes are implemented, report not only the percentage and number of students who “meet” each PLO, but also those that exceed.
- Potential goals for the future based on these changes:
 - Move more students from “met” category to “exceed”
 - Raise the department threshold

Part C

(This table should be reviewed and updated each year, ultimately providing a cycle-long record of your efforts to improve student outcomes as a result of your assessment efforts. Each row should represent a single proposed change or goal. Each proposed change should be reviewed and updated yearly so as to create a record of your department's efforts. Please add rows to the table as needed.)

Proposed Changes and Goals	Status Update
Revise all evaluation rubrics to have 3 categories: did not meet/met/exceed department expectations for each relevant criteria	
Revise all rubrics to include more detailed qualitative descriptions of what each level of achievement means relevant to the specific criteria	
Report not only the percentage and number of students who "meet" each PLO, but also those that exceed (potential goal to transition more students from "met" to "exceed" and/or raise the "met" threshold	

Last updated: Feb. 20, 2017