

## PAB Criterion 1F/Public Information

### Public Information

The Planning Accreditation Board requires this information be posted for the Master of City and Regional Planning (MCRP) and the Bachelor of Science in City and Regional Planning (BSCRCP) program.

#### Student Achievement

##### Student Internship Outcomes

All MCRP and BSCRCP students are required to complete an internship. After completion, their agency/firm internship coordinator completes an evaluation form and submits it to the CRP Department. Students are evaluated on 11 (MCRP) or 10 (BSCRCP) city and regional planning learning objectives including (summarized): foundational concepts, communication, design, data analysis and application, implementation, collaboration, and ethics. In addition, students are assessed on 5 job performance measures including (summarized): thoroughness, time management, initiative, punctuality, and collegiality.

##### *Findings: MCRP Student Internships*

For the 2019 graduating MCRP class, 10 of 11 city and regional planning learning objectives were achieved by at least 80% of the students (when assessable). The one area of deficiency was “ability to critically assess and apply scientific research” but only 22% of students did not meet expectations on this criterion. For the 5 job performance measures, all but one student performed at least adequately and about 2/3 performed at the highest level of assessment.

##### *Findings: BSCRCP Student Internships*

For the 2019 graduating BSCRCP class, all 10 city and regional planning learning objectives were achieved by at least 80% of the students (when assessable). The weakest areas were (1) “ability to effectively represent and communicate planning and urban design information;” “ability to integrate and apply the necessary skills and knowledge to address complex planning problems;” and, “ability to address issues of sustainability, diversity, and environmental and social justice” but only 11% of students did not meet expectations on these criteria. For the 5 job performance measures, all but 3 students performed at least adequately and about 2/3 performed at the highest level of assessment.

##### **BSCRCP Student Senior Projects:**

All BSCRCP students complete a Senior Project per university guidelines. The entire faculty reviews a random sample of the senior projects (CRP 461, 462 and 463) for the purpose of drawing conclusions about the students’ performance in aggregate (i.e., viewed at the programmatic level). Each student product is reviewed by two faculty members who were not involved in the project itself. The review includes questions about the PLO’s and asks the faculty to rate achievement on a Likert scale. (This is a new process so this is a transition year with reported interim results).

##### *Findings:*

Of the reports completed that have been reviewed to date, 83% were judged to “meet” or “exceed” expectations.

## Student Achievement

### **MCRP Student Professional Project/Thesis:**

All MCRP students complete a Master's Thesis or Project per university guidelines. The entire faculty reviews a random sample of the theses/projects (CRP 552, 596, 599) for the purpose of drawing conclusions about the students' performance in aggregate (i.e., viewed at the programmatic level). Each student product is reviewed by two faculty members who were not involved in the thesis/project itself. The review includes questions about the PLO's and asks the faculty to rate achievement on a Likert scale. (This is a new process so this is a transition year with reported interim results).

#### *Findings:*

Of the projects/thesis completed that have been reviewed to date, 76% were judged to "meet" or "exceed" expectations.

### **Capstone Studio Course Assessment**

Studio projects result in products that are the outcome of collective rather than individual performance. Studios in CRP are typically small and require substantial engagement by all students. The department reviews the community/client-based studios (BSCR: 341, 410/411. MCRP: 553, 552/554) using a three-part approach to ensure a robust assessment: First, the City & Regional Planning Advisory Council members serve as an external jury. A group of 2-3 members is assigned to review a studio product/deliverable based on a common rubric. Second, the studio client (usually the city or county planning director) provides an assessment based on a rubric. Third, the studio instructor(s) complete a basic assessment of the studio process, rather than the product/deliverable based on a rubric. All these rubrics are linked to the program PLOs. (This is a new process so this is a transition year with reported interim results).

#### *Findings:*

The reviewers reported that the students had "well demonstrated" or "demonstrated" achievement of the department's learning outcomes. Most significantly, the reviewers without exception agreed that: "the evidence provided by this report supports the conclusion that the studio participants are achieving the learning outcomes for their program in City & Regional Planning."

### **Ethics Assessment**

We have assessed the AICP Code of Ethics criterion by administering a quiz to all Planning Theory students. The quiz was preceded by a requirement to read the Code, a homework assignment based on the Code, a lecture on the Code, and in-class discussion of several ethics scenarios. We've chosen to report the outcomes as Pass/Fail.

#### *Findings for AY 18-19:*

CRP 314 – 25 of 25 pass (three-year average is 95%)

CRP 510 – 13 of 13 pass (three-year average is 94%)

<b>2020-2021 Tuition and Fees</b>	
<b>MCRP:</b> In State Residents, per full-time academic year	\$ 11,505
<b>MCRP:</b> Out of State Residents, per full-time academic year (assuming 8 units)	\$ 17,841
<b>BSCR:</b> In State Residents, per full-time academic year	\$ 10,071
<b>BSCR:</b> Out of State Residents, per full-time academic year (assuming 15 units)	\$ 25,971

<b>Student Retention Rate</b>	<b>Percent</b>
Percentage of MCRP students who began studies in fall 2018 and continued into fall 2019	94.1%
Percentage of BSCR students who began studies in fall 2018 and continued into fall 2019	90.5%

<b>Student Graduation Rate</b>	<b>Percent</b>
Percentage of MCRP students graduating within 4 years, entering class of 2015	76.2%
Percentage of BSCR students graduating within 6 years, entering class of 2013	84.4%

<b>Number of Degrees Awarded</b>	
Number of MCRP degrees awarded for the 2018 - 2019 Academic Year	16
Number of BSCR degrees awarded for the 2018 - 2019 Academic Year	29

<b>AICP Certification</b>	<b>Percent</b>
Percentage of master's graduates taking the AICP exam within 5 years who pass, graduating class of 2014	66.7%
Percentage of bachelor's graduates taking the AICP exam within 7 years who pass, graduating class of 2012	71.4%

<b>Employment</b>	<b>Percent</b>
Percentage of MCRP fulltime graduates obtaining professional planning, planning-related or other positions within 12 months of graduation, graduating class of 2018	100.0%
Percentage of BSCR fulltime graduates obtaining professional planning, planning-related or other positions within 12 months of graduation, graduating class of 2018	85.0%

## Instructions for using PAB's Public Information Template on Your Website

*The template can be found on the reverse side.*

The Planning Accreditation Board's 2017 Standards require that accredited programs make certain information available on their website regarding programmatic outcomes. The text of criterion **1F/Public Information** follows:

**Public Information:** The Program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. In addition to the following information, programs are encouraged to showcase student achievement, however it may be determined.

- 1) *Student Achievement:* student achievement as determined by the program;
- 2) *Cost:* the cost (tuition and fees) for a full-time student for one academic year;
- 3) *Retention and Graduation:* student retention and graduation rates, including the number of degrees produced each year, the percentage of first-year students (fall entry) who return in the 2nd year (fall entry) for graduate students, and/or the percentage of students enrolled one year after declaring their major for undergraduate students, the percentage of master's students graduating within 4 years, and/or the percentage of bachelor's students graduating within 6 years. Note: graduation rates should be calculated based on the academic year to include summer graduates, not the calendar year.
- 4) *AICP Pass Rate:* the percentage, based on the number who take it, of master's graduates who pass the AICP exam within 5 years of graduation, and/or the bachelor's graduates who pass the AICP exam within 7 years of graduation; and
- 5) *Employment:* the employment rate of fulltime graduates in professional planning, planning-related or other positions within 1 year of graduation.

PAB reviews all websites at the same time Annual Reports are reviewed. A program undergoing accreditation review will have its website checked more frequently. The use of this template will make the review process much more efficient, will standardize the information presented for ease of review, and will address the many instances of non-compliance due to formats that do not provide information as required by the criterion. You will be provided an electronic version of the template via email on October 20.

### Instructions and Expectations:

1. You must present the information using the template. The template should be presented on a standalone webpage, or a single document clearly retrievable, no more than two "clicks" from the Program's url as listed on the PAB website. This information should be labeled clearly as "Public Information," "Performance Indicators," or "Measures of Student Achievement." If PAB is referenced in the presentation it should be referred to as the Planning Accreditation Board.
2. The information can be presented on a single webpage, or it may be presented as a downloadable document.
3. You may supplement information presented on the template, but you may not replace it. For example, you may choose to present more than one year of the required data. You may choose to provide additional detail regarding employment of graduates. You may choose to include the number of graduates in a given class that take the AICP exam.
4. 1F1: Student Achievement: Programs can and should use this opportunity to highlight accomplishments related to their unique mission and goals as they pertain to student learning and achievement. This is a program's opportunity to demonstrate its unique qualities and strengths. The measure(s) selected should not be related to items 2-5 of the criterion. A guide with additional detail regarding presentation of this outcome can be found on the PAB website.
5. 1F2: Cost: If cost information is presented on a different institutional webpage, it must be presented in a way that satisfies the PAB criterion in that it must clearly identify the school/college and planning degree.
6. PAB expects information on the website to be current at all times. This will require updates at different times through the academic year. Please note that APA provides you with AICP exam data each August. Updating your website based on that annual submission will be sufficient to demonstrate compliance with 1F4 above.