



**CRITERION 1F/PUBLIC INFORMATION AY 2020 - 2021  
PLANNING ACCREDITATION BOARD (PAB)  
DEPARTMENT OF URBAN & REGIONAL PLANNING  
MASTERS OF ARTS IN URBAN AND REGIONAL PLANNING**

**Student Achievement**

Student achievement is major pillar of success for Jackson State University. The Department of Urban and Regional Planning (DURP) considers student achievement to be improving the academic outcomes for all students to ensure their success in school and in life. DURP aims to ensure that our students obtain life skills and give back to their community. As such, DURP uses a variety of measures, which include student enrollment, retention and graduation rates as well as employment rates, and AICP passes. In addition, student achievement is measured using selected matrices from Student Learning Outcomes (SLO) that were developed for the MURP program. Through a rigorous assessment process that occurred in late summer and early fall 2020, the SLO's were revamped to ensure that they were truly assessing the expectations of the PAB requirements. Below are some highlights.

**Student Learning Outcome 1:** *Graduates of the Masters in Urban and Regional Planning program will be able to apply knowledge of the evolutionary history, theories, purpose and functions of urban and regional planning to the development of plans, policies and programs that guide sustainable human development.*

Means of Assessment	Criteria for Success	Assessment Results	Use of Results
<b>Direct Assessment</b> <b>Measure:</b> Rubric for Course Embedded Assessment  <b>Course:</b> URP 500 (Planning History)  <b>Assignment:</b> Discussion Board  <b>Points:</b> 12 points	<b>Rubric Criteria:</b> a. <b>Relevance of post (4 pts):</b> Post relevant to sustainable human development; cites additional references related to topic b. <b>Expression within the post (4 pts):</b> Expresses opinions and ideas in a clear and concise manner with obvious connection to topic c. <b>Contribution to the learning community (4 pts):</b> Discussions focus on needs of community; contributes to group discussion on creative approaches to developing effective and relevant Planning policies & programs  <i><b>Benchmark:</b> 100% of students should earn a minimum of 10 of 12 points</i>	<ul style="list-style-type: none"> <li>In Fall 2019, 16 students registered for URP 500.</li> <li>100% of the students earned the full 4 points for relevance of post by selecting topics that were relevant to planning for sustainable development.</li> <li>100% of students earned the full 4 points for expression within the post by expressing clear concise opinions and ideas about their topics of choice.</li> <li>87.5% (14) of the students earned the full points for contribution to the learning community.</li> </ul> <p><b>Areas for further strengthening:</b> Students were weak in knowledge about Planning, sustainable development and key theories that drive the field. This prevented some from being able to fully craft creative approaches to development</p> <p><b>Outcome:</b> 96 % of the students earned 10 points or higher on the assignment</p>	<p>None of the students had bachelor's degrees in Planning and therefore lacked some foundational knowledge about the field.</p> <p>The Department plans to supplement these deficiencies with monthly brown bag sessions to expose students to key knowledge about Planning.</p>
<b>Direct Assessment</b> <b>Measure:</b> Rubric for Course Embedded Assessment	<b>Rubric Criteria:</b> a. <b>Organization: Introduction/Thesis (5 pts):</b> Organized with clear	<ul style="list-style-type: none"> <li>In Spring 2020, 9 students registered for URP 502.</li> <li>8 of the 9 students earned full points</li> </ul>	<p>Students did exceptionally well in this assignment. The</p>

<p><b>Course:</b> URP 502 (Planning Theory and Practice)</p> <p><b>Assignment:</b> Research Paper</p> <p><b>Points:</b> 25 points</p>	<p>articulation of topic and theoretical argument/ideas</p> <p>b. <b>Content knowledge: Quality of Research (5 pts):</b> Well researched, contains at least 12 references, including at least 6 peer reviewed articles, and books, reports and other material related to planning</p> <p>c. <b>Content application: Support of Thesis and Analysis (10 pts):</b> Relevant connection between topic, theoretical underpinning and research information. Critical examination and analysis of research data. Analysis presented comprehensively in easily understood terms (planning) that reflect depth &amp; breadth of research.</p> <p>d. <b>Conclusion (5 pts):</b> Conclusion summarizes argument/thesis. Final ideas presented insightfully, clearly demonstrating complete familiarity with and mastery of the topic.</p> <p><b>Benchmark:</b> 100% of students should earn a minimum of 20 of 25 points</p>	<ul style="list-style-type: none"> <li>Students papers were well organized, with quality research and relevant connections, critical analyses and good application of knowledge and methodologies to guide good Planning</li> </ul> <p><b>Outcome:</b> 100% of students earned a minimum of 20 of 25 points</p>	<p>instructor of record will consider elevating the expectations of the assignment to set a higher bar for students to attain.</p>
<p><b>Indirect Assessment</b></p> <p><b>Measure:</b> Oral Presentation Rubric</p> <p><b>Activity:</b> <b>Conference/Seminar</b></p> <p><b>Assignment:</b> Research Presentation</p> <p><b>Points:</b> 85 points</p>	<p><b>Presentation criteria:</b></p> <p>a. <b>Organization (15 pts)</b> The type of presentation is appropriate for the topic and audience; outline presented with logical sequence</p> <p>b. <b>Content (40 pts)</b> Identify problem(s), framework, appropriate data/information, synthesis of literature; and application of knowledge to solve a Planning issue, appropriate analysis and summary</p> <p>c. <b>Delivery (25 pts)</b> Properly delivered with appropriate language, visual aids and communicated to the audience</p>	<p>During the AY 2019-2020, students presented research (posters) at 3 conferences:</p> <ul style="list-style-type: none"> <li>Six students attended the MS/AL APA Conference in Huntsville, Alabama in October 2019; Poster presentation: <b><i>“Challenges to Farming and Food Production in Mississippi”</i></b> Overall Scores:             <ol style="list-style-type: none"> <li>Organization: 15</li> <li>Content: 35</li> <li>Delivery: 22</li> </ol> </li> <li>Four students presented at the HBCU Climate Conference in New Orleans in November 2019; Poster presentation: <b><i>“Assessing the Impacts of Climate Change Hazards in Low Lying Black Communities in the US Southern Region”</i></b> Overall Score:             <ol style="list-style-type: none"> <li>Organization: 15</li> </ol> </li> </ul>	<p>Results communicated that students need additional assistance is understanding the operationalizing Planning concepts, synthesizing the literature and the application to the problem. The Curriculum committee has met and recommended that a Research Methods course be added to the MA program of study to address these weaknesses.</p>

		<ul style="list-style-type: none"> <li>ii. Content: 30</li> <li>iii. Delivery: 22</li> </ul> <ul style="list-style-type: none"> <li>• One student presented at the COMPA conference in Atlanta in February 2020; Poster presentation: <i><b>"An Exploratory Study of Food Deserts in Utica MS"</b></i></li> </ul> <p>Overall Score:</p> <ul style="list-style-type: none"> <li>iv. Organization: 13</li> <li>v. Content: 25</li> <li>vi. Delivery: 20</li> </ul> <p><u><b>Areas for further strengthening:</b></u> Overall, posters were weak in problem identification, lack of appropriate objectives and relevant methodology; did not effectively synthesize the literature and therefore were weak in the analysis and application of knowledge to address the Planning issue.</p> <p><u><b>Outcome:</b></u> <i>None of the posters earned scores of 77 or above.</i></p>	The course will be developed in Fall 2020.
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**Benchmark:** *100% of poster presentations should earn a minimum of 77 of 85 points*

## Student Learning Outcome 2

*Graduates of the Masters in Urban and Regional Planning program will be able to apply research (problem formulation, data collection, data analysis), and communication skills (written, verbal & graphic), to evaluate Planning problems and propose relevant and innovative solutions.*

Means of Assessment	Criteria for Success	Assessment Results	Use of Results
<p><b>Direct Assessment</b>  <b>Measure:</b> Rubric for Course Embedded Assessment</p> <p><b>Course:</b> URP 504 (Quantitative Analysis &amp; Computers)</p> <p><b>Assignment:</b> Research Paper</p> <p><b>Points:</b> 60 points</p>	<p><b>Research Paper Rubric</b>  <b>Criteria:</b></p> <p>a. <b>Organization &amp; Introduction/Thesis (10 pts):</b> Organized with clear articulation of topic and theoretical arguments &amp; ideas</p> <p>b. <b>Content knowledge: Quality of Research (10 pts):</b> Well researched, contains at least 12 references, including at least 6 peer reviewed articles, and books, reports and other material related to planning</p> <p>c. <b>Content application: Support of Thesis and Analysis (10 pts):</b> Connection between topic, theoretical underpinning and research information; critical examination and analysis of research data. Analysis presented comprehensively in easily understood terms (planning) that reflect depth &amp; breadth of research.</p> <p>d. <b>Conclusion (10 pts):</b> Effectively summarize argument/thesis. Final ideas presented insightfully, clearly demonstrating complete familiarity with and mastery of the topic.</p> <p>e. <b>Writing- syntax/grammar (10 pts)</b> Writing is clear and relevant, with no grammatical and/or spelling errors – polished and professional.</p>	<p>URP 504 is the Quantitative Analysis class for the MA program. Due to the pandemic only 1 of 7 students was able to complete the course. The others received incompletes.</p> <p>None of the students were able to complete the assignment and therefore assessment results are unavailable</p> <p><b><u>Outcome:</u> Not available</b></p>	<p>DURP will examine the number of assignments that students have to complete for its courses to be flexible under unusual circumstances.</p> <p>Students were missing the basic methodology. DURP plans to develop a new Research Methods class.</p>

	<p>f. <b>Attribution/References (10 pts)</b>            Parenthetical/In-Text Citations: Sufficient number, adequate use. Bibliography and sources correspond with in-text citations and comport with APA Style. Section properly formatted.</p> <p><b><i>Benchmark: 100% of research papers should earn a minimum of 48 of 60 points</i></b></p>		
<p><b>Indirect Assessment</b>  <b>Measure:</b> Research Paper Rubric</p> <p><b>Activity:</b>  <b>Conference/Seminar</b></p> <p><b>Assignment:</b> Research Presentation</p> <p><b>Points:</b> 40 points</p>	<p><b>Research Presentation Rubric Criteria:</b></p> <p>a. <b>Organization &amp; Introduction/Thesis (10 pts):</b> Organized with clear articulation of topic and theoretical arguments &amp; ideas</p> <p>b. <b>Content knowledge: Quality of Research (10 pts):</b> Well researched, contains at least 12 references, including at least 6 peer reviewed articles, and books, reports and other material related to planning</p> <p>c. <b>Content application: Support of Thesis and Analysis (10 pts):</b> Connection between topic, theoretical underpinning and research information; critical examination and analysis of research data. Analysis presented comprehensively in easily understood terms (planning) that reflect depth &amp; breadth of research.</p> <p>d. <b>Conclusion (10 pts):</b> Effectively summarize argument/thesis. Final ideas presented insightfully, clearly demonstrating complete familiarity with and mastery of the topic.</p>	<p>During the AY 2019-2020, students presented their research (posters) at three conferences:</p> <ul style="list-style-type: none"> <li>Six students attended the MS/AL APA Conference in Huntsville, Alabama in October 2019; Poster presentation: <b><i>“Challenges to Farming and Food Production in Mississippi”</i></b>            Overall Scores:           <ol style="list-style-type: none"> <li>Organization: 10</li> <li>Content knowledge: Quality of Research: 5</li> <li>Content application: Support of Thesis and Analysis: 5</li> <li>Conclusion: 5</li> </ol> </li> <li>Four students presented at the HBCU Climate Conference in New Orleans in November 2019; Poster presentation: <b><i>“Assessing the Impacts of Climate Change Hazards in Low Lying Black Communities in the US Southern Region”</i></b>            Overall Score:           <ol style="list-style-type: none"> <li>Organization: 10</li> <li>Content knowledge: Quality of Research: 5</li> <li>Content application: Support of Thesis and Analysis: 5</li> <li>Conclusion: 5</li> </ol> </li> <li>One student presented at the COMPA conference in Atlanta in February 2020; Poster presentation: <b><i>“An Exploratory Study of Food Deserts in Utica MS”</i></b>            Overall Score:</li> </ul>	<p>Results communicated that students need additional assistance is understanding in conducting research, particularly in terms of critical analysis and summarizing results. The Curriculum committee has met and recommended that a Research Methods course be added to the MA program of study to address these weaknesses. The course will be developed in Fall 2020.</p>

		i. Organization: 10 ii. Content knowledge: Quality of Research: 5 iii. Content application: Support of Thesis and Analysis: 5 iv. Conclusion: 5 <b><u>Areas for further strengthening:</u></b> Overall, the posters did not effectively evaluate the Planning problems identified and propose relevant and innovative solutions. They lacked effective synthesizes of the literature, connection between topic, theoretical underpinning; no critical examination and analysis of data and conclusions did not effectively summarize thesis  <b><u>Outcome:</u></b> None of the posters earned scores of 32 or above.	
	<b><u>Benchmark:</u></b> 100% of poster presentations should earn a minimum of 32 of 40 points		

### Student Learning Outcome 3

<i>Graduates of the Masters in Urban and Regional Planning will be able to apply concepts of community and housing development, environment and land use, and urban design in planning healthy and livable communities.</i>			
Means of Assessment	Criteria for Success	Assessment Results	Use of Results
<b><u>Direct Assessment</u></b> <b><u>Measure:</u></b> Rubric for Course Embedded Assessment  <b><u>Course:</u></b> URP 524 (Neighborhood Revitalization) (Community & Housing Concentration Studio class)  <b><u>Assignment:</u></b> Capstone Project/ Final Paper  <b><u>Points:</u></b> 15 points	a. <b>Problem Solving (5 pts)</b> Addresses the problem and uses facts and relevant evidence to support and defend potentially solutions for improving the health and livability of communities.  b. <b>Evaluation of concepts (5 pts)</b> Interprets data or information; identifies assumptions, establishes credibility of sources; distinguishes appropriate arguments and provides sufficient logical support.  c. <b>Synthesis and application of concepts to concentration (5 pts)</b> Relates concepts and ideas from multiple sources; uses new information to enhance chosen solution; recognizes missing information; identifies potential effects of new information.	In fall 2019, two students took the class. The capstone project was “ <i>Siting a Vendor Park: Location Assessment and Policy Creation</i> ”  <b><u>Areas for further strengthening:</u></b> Evaluation of concepts, particularly interpretation of data and sufficient logical support to support argument. In the synthesis and application of concepts students were weak in the identification of potential effects of new data and information.	DURP plans to develop a new Research Methods class to strengthen areas of weakness.

	<b><u>Benchmark:</u> 100% of students should earn a minimum of 12 (passing score) of 15 points.</b>	<b><u>Outcome:</u> 100% of students earned 12 points or higher.</b>	
<p><b><u>Direct Assessment</u></b>  <b><u>Measure:</u></b> Rubric for Course Embedded Assessment</p> <p><b><u>Course:</u></b> URP 547 (Behavioral &amp; Cultural Factors in Planning) (Substituted for the Urban Design Concentration Studio class for AY 2019/2020)</p> <p><b><u>Assignment:</u></b> Capstone Project/ Final Paper</p> <p><b><u>Points:</u></b> 50 points</p>	<p>a. <b>Problem Solving (10 pts)</b>  Addresses the problem and uses facts and relevant evidence to support and defend potentially solutions for improving the health and livability of communities.</p> <p>b. <b>Evaluation of concepts (20 pts)</b>  Interprets data or information; identifies assumptions, establishes credibility of sources; distinguishes appropriate arguments and provides sufficient logical support.</p> <p>c. <b>Synthesis and application of concepts to concentration (20 pts)</b>  Relates concepts and ideas from multiple sources; uses new information to enhance chosen solution; recognizes missing information; identifies potential effects of new information.</p> <p><b><u>Benchmark:</u> 100% of students should earn a minimum of 40 (passing score) of 50 points.</b></p>	<ul style="list-style-type: none"> <li>10 Students registered for this course in Spring 2020</li> <li>Purpose of the capstone: Physical, cultural and economic assessment of a place which had undergone significant physical change over the past 10-20 years and document the evolution. Discuss the key forces which resulted in physical and functional change and the motivations behind the change. Evaluate the forces for change that are now active. Predict the future for the space.</li> <li>Average scores for Capstone Project/Final Paper: <ul style="list-style-type: none"> <li>Problem Solving: 10</li> <li>Evaluation of concepts: 19</li> <li>Synthesis &amp; application of concepts to concentration: 18</li> </ul> </li> <li>The average overall score for the class was 47</li> </ul> <p><b><u>Areas for further strengthening:</u></b> The use of credible sources, relating urban design concepts from multiples sources, and the potential effect of new information on planning healthy and livable spaces.</p> <p><b><u>Outcome:</u> 90% of students earned a score of 40 (or higher) of 50 points. Only one student scored lower with 37.5 points.</b></p>	<p>The course syllabus will be revised to ensure students have additional opportunities for the evaluation of urban design concepts, and the synthesis and applications of these concepts.</p>

#### Student Learning Outcome 4

*Graduates of the Masters in Urban and Regional Planning program will be able to demonstrate skills of strategic and collaborative planning, leadership, and team-building to assist with the planning needs of neighborhoods and communities.*

Means of Assessment	Criteria for Success	Assessment Results	Use of Results
<p><b>Direct Assessment</b>  <b>Measure:</b> Rubric for Course Embedded Assessment</p> <p><b>Course:</b> URP 524 (Neighborhood Revitalization) (Community &amp; Housing Development Concentration Studio class)</p> <p><b>Assignment:</b> Field Work</p> <p><b>Points:</b> 50 points</p>	<p>a. <b>Contributes to the group (20 pts):</b> Assumes a leadership role while contributing knowledge opinions and skills while helping peers and the community</p> <p>b. <b>Consensus Building Skills (20 pts):</b> Values the knowledge, opinion, and skills of all group members and encourages their contributions</p> <p>c. <b>Time Management (10 pts):</b> Stays on task and motivates others to do the same</p> <p><b>Benchmark:</b> 100% of students should earn a minimum of 40 (passing score) of 50 points</p>	<p>In fall 2019, two students took the class. The capstone project was “<i>Siting a Vendor Park: Location Assessment and Policy Creation</i>”</p> <p><b>Areas for further strengthening:</b> consensus building (valuing the opinions of all group members) and time management.</p> <p><b>Outcome:</b> 100% of students earned 12 points or higher.</p>	
<p><b>Direct Assessment</b>  <b>Measure:</b> Rubric for Course Embedded Assessment</p> <p><b>Course:</b> URP (Behavioral &amp; Cultural Factors in Planning) (Substituted for the Urban Design Concentration Studio class for AY 2019/2020)</p> <p><b>Assignment:</b> Capstone Project/ Final Paper</p> <p><b>Points:</b> 50 points</p>	<p>a. <b>Contributes to the group (20 pts):</b> Assumes a leadership role while contributing knowledge opinions and skills while helping peers and the community</p> <p>b. <b>Consensus Building Skills (20 pts):</b> Values the knowledge, opinion, and skills of all group members and encourages their contributions</p> <p>c. <b>Time Management (10 pts):</b> Stays on task and motivates others to do the same</p> <p><b>Benchmark:</b> 100% of students should earn a minimum of 40 (passing score) of 50 points</p>	<p>10 Students registered for this course in Spring 2020</p> <p>Average scores for Final Paper:</p> <ul style="list-style-type: none"> <li>Contributes to the group: 10</li> <li>Consensus Building: 18</li> <li>Time management: 19</li> </ul> <p>The average overall score for the class was 47 of 50 points.</p> <p><b>Areas of weakness:</b> consensus building (valuing the opinions of all group members) and time management which can weaken collaborative planning for while working with community needs.</p> <p><b>Outcome:</b> 90% of students earned a score of 40 (or higher) of 50 points. Only one student score lower with 37.5 points.</p>	<p>The course syllabus will be revised to ensure students have additional opportunities to improve their technical skills and reflection ability when dealing with community issues.</p>



## Student Learning Outcome 5

*Graduates of the Masters in Urban and Regional Planning program will be able to demonstrate an understanding of the values of professional ethics, through civic responsibility, technical proficiency, and critical reflection during interaction with the community.*

Means of Assessment	Criteria for Success	Assessment Results	Use of Results
<b>Direct Assessment</b> <b>Measure:</b> Rubric for Course Embedded Assessment  <b>Course:</b> URP 570 (Internship)  <b>Assignment:</b> Field Report  <b>Points:</b> 50 points	<b>a. Civic Responsibilities (10 pts)</b> Adherence to the rules outlined in the Planning code of ethics; demonstration of ethics and professionalism  <b>b. Technical Proficiency (20 pts)</b> Demonstrates commendable knowledge of subject and process including aptitude, skill set and technique  <b>c. Critical Reflection (20 pts)</b> Identifies strengths and weaknesses in students' own thinking; recognizes personal assumptions, values and perspectives, compares to others', and evaluates them in the context of alternate points of view.  <b>Benchmark:</b> 100% of students should earn a minimum of 40 (passing score) of 50 points	Three students registered for Internship for Fall 2019 and Spring 2020. 100% received grades of B or better. Students interned with the Mississippi Adult Education, the Army Corps of Engineers and Jackson State University's Center for Community Engagement.  <b>Overall scores:</b> <ul style="list-style-type: none"> <li>Civic Engagement: 10</li> <li>Technical Proficiency: 17</li> <li>Critical Reflection: 17</li> </ul> <b>Outcome:</b> 100% of students earned a score of 40 and higher in the evaluation of the field report	The benchmark for this assessment was achieved, however, DURP intends to ensure that internship placements would be critically evaluated to ensure a complete fit to the expected student learning outcomes for the program. In addition, students will be exposed to other opportunities to strengthen their technical proficiency skills and their ability for critical self-reflection.

## 2020-2021 Tuition and Fees

In State Residents, per full-time academic year (9 credit hours)	\$4,222.50
Out of State Residents, per full-time academic year (9 credit hours)	\$4,722.50

## Student Retention Rate

Percentage of students who began studies in fall 2019 and continued into fall 2020	100%
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## Student Graduation Rate

Percentage of students graduating within 4 years, entering class of 2016	100 %
Percentage of students graduating within 6 years, entering class of 2014 (for accredited undergrad)	NA

## Number of Degrees Awarded

Number of degrees awarded for 2019-2020 Academic Year	6
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## AICP Certification

Percentage of master's graduates taking the AICP exam within 5 years who pass, graduating class of 2015	0 %
Percentage of bachelor's graduates taking the AICP exam within 7 years who passed, graduating class of 2013 (for accredited undergrad)	NA

## Employment

Percentage of full-time graduates obtaining professional planning, planning-related, or other positions within 12 months of graduation, graduating class of 2019	67%
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