

Student Achievement:

The school has hired a consultant to develop an outcomes assessment plan that will define what constitutes student achievement. However, the program started conducting an exit survey of graduating students from academic year 2012- 2013 to measure student learning achievement and satisfaction of graduates. The survey questionnaire was derived from the Program’s Vision, Mission, and Strategic Plan. The questionnaire was revised in Fall 2014. The results of the survey for students who graduated in the academic year 2015-2016 are presented below. The response rate was 87.5%.

| To what extent did you learn the following set of skill and values from the program? | Percentage Agreeing | | | |
|--|----------------------------|----------------------|---------------------|-----------|
| | To a Great Extent | To a Moderate Extent | Little / Not at All | Uncertain |
| Quantitative Analysis Skills | 57% | 43% | 0% | 0% |
| Professional Writing | 43% | 57% | 0% | 0% |
| Design and Graphic Skills | 14% | 57% | 29% | 0% |
| Public Presentation Skills | 86% | 14% | 0% | 0% |
| Leadership, Collaboration, Negotiation, and Team Work Skills | 100% | 0% | 0% | 0% |
| Comprehensive Planning | 86% | 14% | 0% | 0% |
| Community Engagement Skills | 71% | 29% | 0% | 0% |
| Equity and Social Justice | 71% | 29% | 0% | 0% |
| Planning Ethics | 100% | 0% | 0% | 0% |
| Planning History | 86% | 14% | 0% | 0% |
| Planning Law | 0% | 0% | 0% | 0% |
| Global outlook of Planning | 57% | 43% | 0% | 0% |
| Sustainability issues in Planning | 86% | 14% | 0% | 0% |
| How satisfied were you with the quality of advisement? | Percentage Agreeing | | | |
| Very Satisfied | 43% | | | |
| Satisfied | 43% | | | |
| Neutral | 14% | | | |
| Dissatisfied | 0% | | | |
| To what extent did the Program help you advance in your present career or make a career change? | Percentage Agreeing | | | |
| To a great extent | 29% | | | |
| To a moderate extent | 42% | | | |
| To a small extent | 29% | | | |
| Not at all | 0% | | | |

| | |
|--|----------------------------|
| To what degree do you think that you have learned the lifelong skills to improve communities in Baltimore region and beyond? | Percentage Agreeing |
| Excellent | 86% |
| Good | 14% |
| Fair | 0% |
| Poor | 0% |
| To what extent did the program provide you opportunities for you to participate with the planning professional community through internships/ scholarship/job placements? | Percentage Agreeing |
| To a great extent | 72% |
| To a moderate extent | 14% |
| To a small extent | 14% |
| Not at all | 0% |
| How satisfied are you with the preparation that program provided to be a professional planner? | Percentage Agreeing |
| Very Satisfied | 57% |
| Satisfied | 43% |
| Neutral | 0% |
| Dissatisfied | 0% |
| Did you choose to conduct a: | Percentage Agreeing |
| Master's Project | 100% |
| Thesis | 0% |
| How satisfied were you in being able to contact (i.e., meet in person, email, or conference call) the chair of your master's project/thesis committee? | Percentage Agreeing |
| Very Satisfied | 43% |
| Satisfied | 43% |
| Neutral | 14% |
| Dissatisfied | 0% |
| How satisfied were you with the guidance of the chair of your master's thesis/project in advising and commenting on relevant courses, methodologies, and drafts to improve your thesis/project? | Percentage Agreeing |
| Very Satisfied | 57% |
| Satisfied | 29% |
| Neutral | 14% |
| Dissatisfied | 0% |

| | |
|--|----------------------------|
| How do you rate the overall quality of the program for the cost of instruction? | Percentage Agreeing |
| Excellent | 43% |
| Good | 43% |
| Fair | 14% |
| Poor | 0% |
| How satisfied were you with the program's effort to provide nurturing opportunities through mentoring, coaching, life support, and accommodating learning disabilities? | Percentage Agreeing |
| Very Satisfied | 57% |
| Satisfied | 29% |
| Neutral | 14% |
| Dissatisfied | 0% |
| To what extent did class scheduling meet your needs? | Percentage Agreeing |
| To a great extent | 86% |
| To a moderate extent | 14% |
| To a small extent | 0% |
| Not at all | 0% |

The program has identified the following learning outcomes as a first step with the consultant.

Program Level Learning Outcomes

1. Demonstrate effective writing, graphic, and communication skills at the level of an entry level practicing planner.

- a. Collect analyze, and interpret, data from a variety of sources including US Census data, archival records & media resources.
- b. Create visually compelling graphics for plan analyses, recommendations, and reports.
- c. Illustrate mastery of public speaking and visual and written communications.
- d. Create professional land use maps, and community and neighborhood plans.

2. Apply general planning knowledge of law, economics, demographics, and structure of cities, in the creation and development of plans for sustainable, prosperous, just, and resilient communities and cities across the world.

- a. Locate, read and comprehend academic and professional planning literature and engage in debate about the issues they raise.
- b. Write an effective analytical academic literature review that demonstrates students' mastery of the field.

- c. Apply social, environmental, economic sustainability concepts in the development of plans.
- d. Understand and apply economic principles to urban planning and public policy issues.
- e. Assess the impact of land use and development practices in the creation of long range planning tools such as comprehensive plans, subdivision regulations, zoning, and public facilities ordinances. Understand and critique metropolitan patterns of land use and their relation to historic, geographic, environmental, political, economic, and social conditions of the region.
- f. Comprehend and persuasively describe in written and oral formats the seminal concepts that have guided the development of American Cities and the profession of city planning.
- g. Demonstrate the effect of environmental, land use and tax laws on urban development, redevelopment, and natural resource protection.

3. Apply lessons from planning history and theory to the current conditions and challenges of diverse urban settings.

- a. Critique contemporary urban plans to demonstrate its relationship to historic planning antecedents.
- b. Understand, present, and critique the history of a seminal site or a historic plan within the Baltimore region, and assess the current physical, economic and socio-cultural conditions of the site.
- c. Critique conventional planning processes, models and theories; apply planning theory to practice.
- d. Compare and contrast various planning theories and their application to the Baltimore region.

4. Identify the key aspects of various planning skills, including research, analysis, facilitation, and consensus building and apply these skills in professional and public settings.

- a. Collect and assess the perspectives of diverse stakeholders, and incorporate these perspectives into neighborhood, community, large-scale, and comprehensive plans.
- b. Research, analyze, and project demographic and economic trends.
- c. Create comprehensive, neighborhood, and community plans and urban development proposals; collaborate with diverse stakeholders in the planning process.
- d. Assess the requirements for site selection, zoning, permitting, transportation capacity and other regulatory processes in the creation of land development and reuse plans.
- e. Demonstrate an understanding of the financial constraints, mechanisms and feasibility of planning and development projects; assess development projects potential for revenue generation.
- f. Demonstrate project management skills in group or client-based projects.
- g. Formulate rigorous and empirical methodological strategies to conduct research and investigate urban problems.

5. Express and support progressive planning ethics, values, and practices to engage and empower citizens and community groups in plan creation and implementation.

- a. Develop proposals and plans that empower underrepresented or disadvantaged communities.
- b. Summarize and apply equity, diversity and social justice values in engaging citizens and community stakeholders in local planning and development practices.
- c. Demonstrate professional norms, values, and ethics in professional practices.

Cost of Tuition and Fees for Academic Year 2016-2016

\$11, 304 for Full Time Maryland Resident Students for one Academic Year

\$20,352 for Full Time out of State and International Students for one Academic Year

\$471 Per Credit Hour for Maryland Resident Students

\$848 Per Credit Hour for out of State and International Students

Student Retention and Graduation Rates

STUDENT GRADUATION RATES

| Academic Year | | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| # New Students Enrolled | Fulltime | 10 | 5 | 5 | 2 | 8 | 2 | 4 |
| | Part-time | 4 | 5 | 6 | 10 | 2 | 2 | 3 |
| Graduation Rates | | | | | | | | |
| Graduation Rate 2-year | Fulltime | | 10% | 60% | 20% | 0% | 25% | 0% |
| | Part-time | | 0% | 0% | 0% | 0% | 0% | 0% |
| Graduation Rate 3-year | Fulltime | | | 60% | 100% | 100% | 50% | 62.5% |
| | Part-time | | | 0% | 0% | 0% | 0% | 0% |
| Graduation Rate 4-year | Fulltime | | | | 60% | 100% | 100% | 100% |
| | Part-time | | | | 25% | 20% | 33% | 0% |

Degrees Granted in Academic Year 2014-2015: 3

Degrees Granted in Academic Year 2015-2016: 8

AICP Exam Data

| Graduation Years Ending | May 2009 | May 2010 | May 2011 | May 2012 | May 2013 |
|--|----------|----------|----------|----------|----------|
| Master's program graduates who take the exam within 3 years of graduation | | | | | |
| # who take exam | 2 | 0 | 1 | 3 | 3 |
| % of takers who pass the exam | 100% | NA | 0% | 0% | 33% |
| | | | | | |

