

PAB PUBLIC INFORMATION, FALL 2024 – SPRING 2025

The Planning Accreditation Board requires this information be posted for the Masters in Urban & Regional Planning program at Jackson State University, Jackson Mississippi.

Student Achievement

The Master’s in Urban and Regional Planning at Jackson State University is a student-centric program designed to empower students to actively engage with and contribute to identifying communities’ needs and proposing innovative solutions while fostering a positive personalized learning experience.

MA Student Learning Outcomes

- I. Students will apply quantitative and qualitative skills to design plans and create strategies for implementation.
- II. Students will demonstrate the ability to lead and productively participate in groups in diverse settings.
- III. Students will demonstrate an understanding of the role of Planning when solving problems and making decisions

Results of the 2023-2024 Assessment

SLO I: Students will apply quantitative and qualitative skills to design plans and create strategies for implementation

Means of Assessment	Criteria for Success	Results
Mid-term and Final exam questions in URP 504 – Quantitative Methods	Students demonstrate: a. use of quantitative and qualitative techniques as the basis for deep and thoughtful judgments. (10 pts) b. drawing insightful, carefully qualified conclusions. (10 pts) c. repeated effective use of appropriate quantitative and/or qualitative techniques. (10 pts)	The overall scores for the use of quantitative and qualitative techniques (8.66 pts), drawing insightful conclusions (8 pts), and effective application of techniques (7.66 pts) indicate both strengths and areas for improvement in the students' abilities.

Use of Results

The department is using these results to enhance the academic degree programs in Urban and Regional Planning through the following activities:

1. Enhance Training in Quantitative and Qualitative Techniques

- Curriculum Improvement: Refine URP 504 and the studio courses covering quantitative and qualitative research methods to ensure these courses include practical applications and case studies relevant to urban and regional planning.

- Hands-On Training: Offer workshops and lab sessions focused on applying quantitative and qualitative techniques and allow students to practice these techniques using real-world data.
 - Software Training: Include training on specialized software tools used for quantitative and qualitative analysis (e.g., SPSS, GIS). Familiarity with these tools can improve their ability to conduct and present research.
2. Improve the Ability to Draw Insightful Conclusions
 - Critical Thinking Courses: Include modules in selected courses focusing on critical thinking and drawing insightful conclusions from data. Teach students how to interpret data effectively and distinguish between correlation and causation.
 3. Enhance the Application of Techniques
 - Project-Based Learning: Increase the number of project-based assignments where students must apply both quantitative and qualitative techniques to solve real-world problems. Ensure these projects are complex enough to challenge their application skills.
 - Fieldwork Integration: Incorporate fieldwork that requires applying research techniques in practical settings. This can help bridge the gap between theory and practice.
 4. Provide Additional Resources and Support
 - Resource Access: Reading Materials: Offer access to additional reading materials and resources on advanced research methods and techniques.
 - Online Resources: Provide links to online tutorials, webinars, and other resources to help students enhance their skills in quantitative and qualitative techniques.
 5. Mentorship and Guidance:
 - Mentorship: Pair students with alumni mentors who can provide guidance on research design, data analysis, and drawing conclusions. Mentors can offer personalized advice and support

SLO II: Students will demonstrate the ability to lead and productively participate in groups in diverse settings.

Means of Assessment	Criteria for Success	Assessment Results			
Active participation in a civic engagement activity – Assessment Questionnaire	100% of students demonstrate i) the ability to collaboratively work across and within community contexts and structures to achieve community participation in local decision-making; ii) understanding of ambiguities and complexities of the planning process, and how to apply it in complex situations; and iii) understanding of community and stakeholder engagement processes, including their ambiguities and how to apply them in difficult circumstances	Activity: Community meeting in Sharkey County to discuss developing a long-term disaster recovery plan for Rolling Fork. There were 14 participants. The instructor assessed students' civic engagement levels and ability to lead and productively participate in groups in diverse settings. <u>Results</u>			
		Criteria	Question	Instructor Assessment	Overall Assessment
		Collaborative Work	1. How effectively did the student collaborate with others in community contexts and structures?	1 (Poor) - 5 (Excellent)	4.5
			2. Did the student actively contribute to achieving community participation in local decision-making?	1 (Not at all) - 5 (Very actively)	5
			3. How well did the student manage conflicts or differing opinions within the team or community?	1 (Poorly) - 5 (Very well)	4
	4. Did the student demonstrate a commitment to working collaboratively across different sectors or groups?	1 (Not at all) - 5 (Fully)	5		

		Understanding of Planning Complexities	1. How well did the student understand and address the ambiguities and complexities of the planning process?	1 (Poorly) - 5 (Thoroughly)	3
			2. Did the student apply this understanding effectively in complex situations?	1 (Not at all) - 5 (Effectively)	4
			3. How did the student manage unexpected challenges or changes in the planning process?	1 (Poorly) - 5 (Successfully)	3
			4. Did the student demonstrate an ability to adapt my planning approach in response to evolving circumstances?	1 (Not at all) - 5 (Very effectively)	3
		Community and Stakeholder Engagement	1. How well did the student understand the community and stakeholder engagement processes involved?	1 (Poorly) - 5 (Comprehensively)	4
			2. Did the student effectively navigate the ambiguities and challenges in engaging stakeholders?	1 (Not at all) - 5 (Very effectively)	3
			3. How did the student apply my understanding	1 (Ineffectively) - 5 (Effectively)	4

			of engagement processes in difficult or challenging circumstances?		
			4. Did the student demonstrate an ability to build and maintain positive relationships with community members and stakeholders?	1 (Not at all) - 5 (Very effectively)	5
<p>Summary: Collaborative work: 4.5 Understanding of Planning Complexities: 3.25 Community and Stakeholder Engagement: 4</p>					

Use of Results

DURP is using the results to do the following:

1. Improve stakeholder engagement through targeted coursework, practical exercises, and expert-led workshops.
2. Build on strengths in collaborative work by expanding group projects, leadership training, and team-building activities.
3. Reinforce understanding of planning complexities with advanced coursework, simulations, and real-world case studies.
4. Improve feedback and evaluation mechanisms to provide detailed and constructive feedback and regular assessments.
5. Enhance support structures with mentorship programs, additional resources, and focused advising.
6. Monitor and adjust program content based on performance data and feedback to improve the program continuously

By focusing on these strategies, the department can better prepare students for Urban and Regional Planning complexities, ensuring they develop the skills necessary to excel in stakeholder engagement, collaborative work, and handling complex planning scenarios.

SLO III: Students will demonstrate an understanding of the role of Planning when solving problems and making decisions

Means of Assessment	Criteria for Success	Assessment Results			
Active participation in a civic engagement activity – Self Assessment Questionnaire	100% of students demonstrate i) the ability and commitment to collaboratively work across and within community contexts and structures to achieve community participation in local decision-making ii understanding of ambiguities and complexities of the planning process, and how to apply it in complex situations; iii) understanding of community and stakeholder engagement processes, including their ambiguities and how to apply them in difficult circumstances	Activity: Community meeting in Sharkey County to discuss the development of a long-term disaster recovery plan for Rolling Fork. There were 14 participants. Students assessed their levels of civic engagement and an understanding of the role of Planning. Results			
		Criteria	Question	Student Self-Assessment	Overall Assessment
		Collaborative Work	1. How effectively did I collaborate with others in community contexts and structures?	1 (Poor) - 5 (Excellent)	5
			2. Did I actively contribute to achieving community participation in local decision-making?	1 (Not at all) - 5 (Very actively)	5
			3. How well did I manage conflicts or differing opinions within the team or community?	1 (Poorly) - 5 (Very well)	4
			4. Did I demonstrate a commitment to working collaboratively across different sectors or groups?	1 (Not at all) - 5 (Fully)	5
Understanding of Planning Complexities	1. How well did I understand and address the ambiguities and complexities of the planning process?	1 (Poorly) - 5 (Thoroughly)	4		

			2. Did I apply this understanding effectively in complex situations?	1 (Not at all) - 5 (Effectively)	4
			3. How did I manage unexpected challenges or changes in the planning process?	1 (Poorly) - 5 (Successfully)	4
			4. Did I demonstrate an ability to adapt my planning approach in response to evolving circumstances?	1 (Not at all) - 5 (Very effectively)	4
		Community and Stakeholder Engagement	1. How well did I understand the community and stakeholder engagement processes involved?	1 (Poorly) - 5 (Comprehensively)	4
			2. Did I effectively navigate the ambiguities and challenges in engaging stakeholders?	1 (Not at all) - 5 (Very effectively)	4
			3. How did I apply my understanding of engagement processes in difficult or challenging circumstances?	1 (Ineffectively) - 5 (Effectively)	4
			4. Did I demonstrate an ability to build and maintain positive relationships with community members and stakeholders?	1 (Not at all) - 5 (Very effectively)	5

Results and Use of Results

Community meeting in Sharkey County to discuss developing a long-term disaster recovery plan for Rolling Fork. There were 14 participants. The overall results show that students felt that had very strong skills in collaborative work (4.75 of 5) and community and stakeholder engagement (4.75 of 5). Understanding of planning complexities scored 4 points.

To improve the Urban and Regional Planning academic program based on the community meeting results DURP has begun processes to:

1. Enhance curriculum and practical experiences to better address planning complexities.
2. Leverage collaborative work and engagement strengths through group projects and community involvement.
3. Implement comprehensive feedback mechanisms to gather insights and guide improvements.
4. Strengthen support structures to help students who need additional assistance with planning complexities.
5. Monitor and evaluate the effectiveness of implemented changes to ensure continuous improvement.

By focusing on these areas, the department can ensure that students excel in collaborative and engagement skills and become proficient in navigating the complexities inherent in urban and regional planning.

2024-2025 Tuition and Fees

In State Residents, per full-time academic year	\$8,965
Out of State Residents, per full-time academic year	\$11,965

<https://www.jsums.edu/businessfinance/files/2024/05/FY-24-25-Fees-Sheet-05312024.pdf>

Student Retention Rate

Percentage of students who began studies in fall 2023 and continued into fall 2024	95%
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Student Graduation Rate

Percentage of students graduating within 4 years, entering class of 2020	95%
Percentage of students graduating within 6 years, entering class of 2018 (for accredited undergrad)	N/A

Number of Degrees Awarded

Number of degrees awarded for 2023-2024 Academic Year	4
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AICP Pass Rate

Percentage of master's graduates taking the AICP exam within 3 years who pass, graduating class of 2020	N/A
Percentage of bachelor's graduates taking the AICP exam within 5 years who passed, graduating class of 2018 (for accredited undergrad)	N/A

Employment

Percentage of all graduates obtaining professional planning, planning-related, or other positions within 12 months of graduation, graduating class of 2023	75%
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