

# **ASSESSMENT PLAN**

**Program: Graduate Certificate in Community Development**

**Department of Geography, Sociology, Economics, and Anthropology**

**Updated December 2010**

**Form 200B****DEPARTMENT/SUPPORT UNIT STATEMENT OF PURPOSE****Department/Support Unit:** Geography, Sociology, Economics, and Anthropology**College/Division:** Arts and Sciences**Statement of Purpose:**

Each program in CSU's Department of Geography, Sociology, Economics, and Anthropology serves the State of Illinois and metropolitan Chicago through accessible, quality instruction employing pertinent scholarly and technological methods; and through scholarship and practice in the interacting arenas of the environment, the economy, and the community. The primary objective of the program is to prepare its majors for the job market and for graduate studies through quality teaching and mentoring. The Department serves other programs in the University through quality teaching and through provision of GIS facilities and regional information. The Department serves the community through the Fredrick Blum Neighborhood Assistance Center and its Calumet Environmental Resource Center. The Department strives to be a national leader in the training of minority and women scholars in each of its constituent disciplines.

**Form 200C****DEPARTMENT OBJECTIVES**

1. Prepare students for professional careers and graduate and further graduate studies.
2. Provide quality general education instruction in Geography, Sociology, Economics, and Anthropology.
3. Support other programs in the University through program minors in Geography, Sociology, Economics, Anthropology, and Environmental Studies.
4. Provide state-of-the-art technology and service in the CSU Geographic Information Systems laboratory.
5. Provide exemplary community outreach through the Fredrick Blum Neighborhood Assistance Center and the Calumet Environmental Resource Center.
6. Continue to position the Department as a nationally recognized center for providing training in Geography, Geographic Information Science, Sociology, Economics, and Anthropology, especially for women and minorities.
7. Provide a firm, collegial and supportive base in which faculty can continue their excellent teaching, research, and practice.

## GRADUATE CERTIFICATE IN COMMUNITY DEVELOPMENT STUDENT OUTCOMES

Upon completion of the Certificate program in Community Development, students should be able to:

1. Demonstrate an understanding of the social and economic processes that affect the dynamics and growth of American cities;
2. Demonstrate an understanding how cities are governed and the role that public planning and community development plays within the governance structure;
3. Demonstrate a familiarity with the history, theories, and practices of community organizing and community organizations;
4. Demonstrate a familiarity with the history, theories, and practices of community development and community economic development;
5. Be able to use the methods and tools for analyzing the state of cities and their neighborhoods;
6. Be able to design and complete a community development-related research and/or action project.

### Assessment:

<u>Dept. Objectives</u>	<u>Assessment Instruments</u>	<u>Outcomes</u>	<u>Criteria*</u>
1 & 6	a. Student-Self Assessment	a. # 1 through #6	a. Satisfactory
1 & 6	b. Program Assessment	b. # 1 through #6	b. B or better
1 & 6	c. Capstone Project	c. #1 through #6	c. B or better
1 & 6	d. Intern-Employer Survey	d. #1 through #6	d. Satisfactory
1 & 6	e. Alumni Survey	e. #1 through #6	e. Satisfactory
1 & 6	f. Alumni-Employer Survey	f. #1 through #6	f. Satisfactory

\*See the following pages for description of assessment instruments and criteria/rubrics.

**DESCRIPTION OF ASSESSMENT INSTRUMENTS AND  
GRADING RUBRICS  
FOR  
THE GRADUATE CERTIFICATE IN COMMUNITY DEVELOPMENT**

**1. Student Self-Assessment:**

**Student Self-Assessment:** The assessment instrument is administered annually to students in their second or final year of the certificate program. The instrument consists of open-ended questions and closed-ended Likert-style student survey questions adapted from *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*. Boston: Allyn & Bacon, 2002. In the open-ended questions, students are asked to state what they have learned in the last one year and their opinion about their program and the progress they are making toward the completion of their program. In the closed-ended Likert-style questions, students are asked to evaluate their level of agreement about their educational experience at Chicago State University on a three ordered response levels (**Some, Much, Most**). Although some of the questions in this test instrument are open-ended, a judgment is made by the assessment coordinator whether responses by a particular student would indicate *satisfaction* or *dissatisfaction*. If responses to the questions by the majority of the self-assessing students indicate *satisfaction*, the program gets a *satisfactory* grade. If responses to the questions by the majority of the self-assessing students indicate *dissatisfaction*, the program gets *unsatisfactory* grade.

**2. Program Assessment:**

**Community Development Certificate: Program Assessment  
Assessment Instrument to be delivered as part of Test #1 in GEOG 5330: Neighborhood  
Development**

**Please answer one of the following two questions on the definitions and theories of  
community, neighborhood, and community development.**

- 1) What is a neighborhood? What is a community? Is there a difference between the two? Does a neighborhood have to be in a distinct geographic place? Does a community? Answer, give examples, and discuss how one defines a neighborhood or a community might affect development plans.
- 2) What is Jane Jacobs' theory of urban neighborhoods and how they vary by scale? In her view, how do neighborhoods at various scales interact? Do you agree or disagree with this vision, and why?

**Please answer one of the following two questions on gentrification and theories on  
neighborhood decline and theories and methods of community assessment and community  
development:**

- 3) Please define gentrification and discuss the production and consumption side theories of the causes of gentrification. In addition, discuss the concept of the see-saw theory of

uneven development. With which theory of gentrification does the see-saw theory align with? Explain your answer.

- 4) Asset based community development and needs based community development are very different approaches to improving communities. Compare and contrast asset and needs based community development and discuss how community assessments and neighborhood development projects might be affected by which of these adoptions a community follows.

**Please answer one of the following on community organizing, community engagement, and community development:**

- 5) Briefly describe the idea of “conflict” and power-based community organizing that Saul Alinsky helped develop. Comment on its influence on neighborhood and community development today.
- 6) Discuss and define the Arnstein ladder of community engagement. Do you think that higher level of community engagement along the Arnstein ladder ensures successful community development projects? Explain your answer using two examples of community development projects, discussing their level of success and their “place” along the Arnstein ladder.

**Please indicate which of the following classes you have completed, have currently taken, or have not yet taken:**

<b>GEOG 4500/5500: Urban Geography</b>	<b>COMPLETED</b>	<b>TAKING NOW</b>	<b>NOT TAKEN</b>
<b>GEOG 5520: Urban and Regional Planning</b>	<b>COMPLETED</b>	<b>TAKING NOW</b>	<b>NOT TAKEN</b>
<b>GEOG 5530: Neighborhood Development</b>	<b>COMPLETED</b>	<b>TAKING NOW</b>	<b>NOT TAKEN</b>
<b>GEOG 5540: Community Analysis</b>	<b>COMPLETED</b>	<b>TAKING NOW</b>	<b>NOT TAKEN</b>
<b>SOC 5450: Community Organizing</b>	<b>COMPLETED</b>	<b>TAKING NOW</b>	<b>NOT TAKEN</b>
<b>GEOG 5550: Seminar in Community Development</b>	<b>COMPLETED</b>	<b>TAKING NOW</b>	<b>NOT TAKEN</b>

Portions of this test are part of the Community Development Certificate Program’s ongoing program assessment. It is a goal of the program to ensure that students graduate with a strong background in the theory and practice of community development.

Grades for the above questions will be assessed as follows:

**Grade of A:** Students at the **A** level answer all three of the essays with thorough knowledge of the concepts asked and demonstrate the ability to compare and weigh different theories and approaches. This will be considered to be of **superior** or **excellent** quality.

**Grade of B:** Students at the **B** level answer all three of the essays with a at least a good knowledge of the concepts asked, but may not demonstrate the ability to compare and weigh different theories and approaches in all three essays. This will be considered to be of **good** quality.

**Grade of C:** Students at the **C** show some knowledge of the concepts asked in all three essays, but show little ability to compare and weigh different theories and approaches. This will be considered to be of **adequate** quality.

### 3. Capstone Project:

Geog 5550, Seminar in Community Development, the capstone course for the Graduate Certificate in Community Development, involves the creation, design, and implementation of a community development study project involving working closely with a community development organization. A **project portfolio** and a **poster** approved by the instructor of the course must be submitted for a successful completion of the capstone course and the Graduate Certificate in Community Development.

**Project portfolio:** The project portfolio should include the following:

- a. Brief discussion of the “client” organization, including its overall mission and goals, in particular those that relate to the project.
- b. Brief discussion of the design/planning/project identification phase of the project and statement of the problem, including partnerships with the “client” organization.
- c. Brief discussion of the theoretical framework and literature review for the project.
- d. Discussion and/or diagram of the project methodology.
- e. Specific data collection and processing techniques.
- f. Detailed analysis of results and final products (maps, charts, etc.).
- g. Detailed discussion of recommendations based on study project.
- h. Brief discussion of major problems encountered and solutions sought in the planning/development and implementation phases of the project.
- i. Brief discussion of lessons learned and experience gained in the planning, development, and implementation phases of the project.

**Poster:** In addition to the project portfolio, each student must produce a presentation quality poster that briefly explains the entire project independent of the project portfolio.

**Assessment criteria:**

**Grade of A:** Students at the **A** level develop and implement a community development project that demonstrates their community development project design and analysis skills and the ability to create project portfolio and a poster that clearly articulate the project. The community development project and the report are considered to be of **superior** or **excellent** quality.

**Grade of B:** Students at the **B** level develop and implement a community development project that demonstrates their community development project design and analysis skills and compile a presentation quality poster, but their project portfolio may be deficient in one or two of the above listed items. The GIS project and the report are considered to be of **good** quality.

**Grade of C:** Students at the **C** level develop and implement a community development project that demonstrates their community development project design and analysis skills, but their project portfolio may be deficient in three or four of the above listed items and their poster may have some deficiencies. The community development project and the report are considered to be **adequate**.

#### **4. Intern-Employer Survey, Alumni Survey, and Alumni-Employer Survey Assessment Criteria/Rubric:**

One or more these surveys are conducted occasionally. Intern supervisors, alumni, and alumni employers are asked a series of questions to rate performance of interns, the CSU GIS program, and performance of alumni respectively on a scale of 5 to 1 (5 = Excellent, 3 = Satisfactory, and 1 = Unsatisfactory). An average score of 3 or better on each survey is considered **Satisfactory**. An average score less than 3 is considered **Unsatisfactory**. Question-by-question analysis of survey responses are used to identify areas of strengths and weaknesses to improve curriculum.