City and Regional Planning Strategic Plan

Knowlton —— School

City and Regional Planning Strategic Plan 2023–28

Knowlton —— School

THE OHIO STATE
UNIVERSITY

Contents

Letter from the Head of City and Regional Planning

Over the last two decades, the way we think about cities—and how we talk about them—has changed dramatically.

We now focus on the goals of planning first—mobility, resilience, sustainability, inclusion, equity. At the Knowlton School, we talk about where we want to go and then about the planning tools we have, and the new tools we might need, to get there.

In other words, Planning at the Knowlton School begins by asking*: What would an equitable, inclusive, resilient, sustainable city look like?*

City and regional planners continue to teach and to learn the subjects of the field of city and regional planning: transportation and infrastructure, land use and zoning, economic and community development, participatory planning, environmental planning, regional economic analysis, and all the analytical and design tools of city and regional planning.

But you will see too that when you come to study city and regional planning at Ohio State you will find we have an optimistic and aspirational view of what cities and communities are, and what they can be. We see the possibility of sustainable and equitable cities enabled through deliberate, intentional, and inclusive urban planning.

We invite you to learn the tools of urban planning here with us and learn the set of interventions that are unique to the city planning discipline with our nationally and internationally recognized faculty of award-winning teachers and researchers.

We connect your education to the professional field of planning. Through community-based workshop courses, close

interaction with planning practitioners, and opportunities for off-campus experiences—including study abroad—students are prepared to join the professional world of planning upon graduation. Students leave with a skill set required to make the change and plan for the future.

The Ohio State University is a 150-year-old Research I University ranked among the top public universities in the country. And at Knowlton, the City and Regional Planning Section is more than 60 years old and has more than 2,000 living alumni. From its origins as a graduate program, CRP has grown to its present form offering the most degree programs in the Knowlton School (3) including the second largest (BSCRP) and the only PhD program. CRP at Knowlton is one of only 5 ACSP member programs to offer undergraduate and graduate PAB-accredited degrees and a PhD in City and Regional Planning.

The BSCRP program itself is one of only 15 accredited undergraduate programs in North America and is now over 12 years old. The highly competitive CRP PhD program ranks #11 among ACSP member schools in terms of placement of graduates in faculty positions and graduated its 100th PhD student in 2022. The section will celebrate the 40th anniversary of the PhD program in 2024.

The City and Regional Planning Section is home to the *Journal of Planning Literature* and the faculty includes current editors of the *Journal of Urban Affairs, Regional Studies, and the Journal of the American Planning Association*.

So whether students are looking to become a professional working in the field of urban planning or embarking on a career as a researcher or professor of city and regional planning, we invite them to join the growing conversation about the future of cities and city planning. Whether students are in one of our undergraduate or graduate programs or simply taking a course with us, we invite them to join the conversation about how we design, build, manage, and maintain the kind of cities and regions we want to live in.

City and Regional Planning at the Knowlton School

As stated in its strategic plan, the Knowlton School's mission is to:

> *Achieve and maintain internationally recognized excellence in education, scholarship and creative activity; shape and serve the professions of architecture, landscape architecture, and city and regional planning; contribute to the intellectual and creative purposes of the College and University; and promote and influence the quality of design and planning locally and globally.*

The City and Regional Planning Section both aligns with and expands upon the school's mission, tailoring it to the disciplinary context and our specific degree programs.

City and Regional Planning at the Knowlton School, and more broadly, the College of Engineering are critical components fulfilling Ohio State's land-grant mission and responding to the many changes in our external environment, locally, nationally, and globally. Nearly every physical manifestation of our modern society is, at least in part, the result of Planning, Engineering, and Architecture. Within City and Regional Planning, we steward the development of future planners, practitioners, researchers, and future academics—fostering their creativity, building a professional community of practice, and growing awareness of how city and regional planning can contribute to a more inclusive society.

Our nationally and internationally recognized faculty of award-winning teachers and researchers equip future planners with the tools of urban planning and teach the set of interventions that are unique to the city planning discipline. We connect planning education to the professional field of planning.

CRP's increased vitality in the last decade is aligned with its position within the Knowlton School's remarkable facility. As of 2004, all three disciplines (CRP, Architecture, and Landscape Architecture) have occupied the 175,000 square foot Knowlton Hall, an award-winning building, purpose-built for the three sections, that includes offices, classrooms, and an auditorium as well as a café, a gallery, a materials/fabrication lab, 500 studio computer stations, a 50,000-volume library, an extensive digital infrastructure, and four gardens. The building's spatial variety and openness encourage a cohesive educational community and have been instrumental in attracting a new generation of faculty and students.

The Knowlton School's full-time faculty have grown substantially over the past 10 years. In 2012, the Knowlton

School had 28.5 FTE faculty: 14 in architecture, 7 in landscape architecture, and 7.5 in city and regional planning. In 2019, the Knowlton School recorded 43.5 FTE faculty: 16.3 in architecture, 12 in landscape architecture, and 15.2 in planning. In 2023 CRP will have 18.4 FTEs (tenured, tenure track, and professors of practice). The planning faculty includes two tenured faculty currently serving in college and university leadership positions (both of whom advise in the PhD program and remain active in the section). The section also includes approximately ten professional planners who serve as Lecturers in the BSCRP and MCRP programs.

There was also a substantial generational shift among faculty during this time. In particular, only two present planning faculty were at the Knowlton School in 2012. This has allowed CRP to address changes in the discipline (including new collaborations with cognate disciplines, the integration of global planning content in the curriculum, and centering diversity and inclusion in the curriculum and the section culture). Accompanying this generational shift is a greater interest in interdisciplinary work among a younger faculty whose education often avoided the silos of their predecessors.

The Broader
Institutional Context

The Ohio State University's Strategic Vision

Supporting Faculty, Students, and the Structures that Foster Their Success

> *Ohio State's future will be defined and driven by an unwavering commitment to our faculty, students, and the physical, administrative, curricular, and financial structures that foster their success. This commitment is founded in the overarching principles of the institution's vision, mission, values, and core goals.*

Vision

The Ohio State University is the model 21st-century public, land grant, research, urban, community-engaged institution.

Mission

The university is dedicated to:

— Creating and discovering knowledge to improve the well-being of our local, state, regional, national, and global communities
— Educating students through a comprehensive array of distinguished academic programs
— Preparing a diverse student body to be leaders and engaged citizens
— Fostering a culture of engagement and service

We understand that diversity and inclusion are essential components of our excellence.

Values

Shared values are the commitments made by the university community in how we conduct our work.

At The Ohio State University, we value:

— Excellence and Impact
— Diversity and Innovation
— Inclusion and Equity
— Care and Compassion
— Integrity and Respect

Each of these values and their relevant principles and behaviors are shared below.

Excellence and Impact

Demonstrating leadership in pursuit of our vision and mission.

Principle

Advancing sustainable and evidence-based solutions through mutually beneficial partnerships.

Behaviors

Together, we:
— Stimulate creativity, critical thinking, and problem-solving
— Proactively collaborate with others and strive for meaningful outcomes
— Are bold in our endeavors and create environments to foster new approaches
— Demonstrate persistence and commitment
— Inspire others to join in and take action
— Champion everyone's potential for success

Diversity and Innovation

Welcoming differences and making connections among people and ideas.

Principle

Encouraging open-minded exploration, risk-taking, and freedom of expression.

Behaviors

Together, we:

— Enable curiosity and are open to different experiences
— Recognize everyone's potential to contribute new ideas
— Actively engage others' perspectives as opportunities for individual and institutional growth
— Work toward creative, collaborative solutions
— Use our successes and failures to learn and improve with humility

Inclusion and Equity
Upholding equal rights and advancing institutional fairness.

Principle
Advocating for access, affordability, opportunity, and empowerment.

Behaviors
Together, we:

— Intentionally foster a sense of belonging where all are valued
— Strive to understand and appreciate each other's backgrounds and experiences
— Listen to multiple voices and engage in civil discourse
— Acknowledge and address individual and systemic effects of bias and discrimination

Care and Compassion
Attending to the well-being of individuals and communities.

Principle
Putting people at the center of all we do.

Behaviors
Together, we:

— Are compassionate and meet people where they are
— Support each other's physical and mental health
— Nurture a community of kindness and gratitude
— Foster individual growth and development
— Empower people to overcome obstacles

Integrity and Respect

Acting responsibly and being accountable.

Principle

Building trust through honesty, transparency, and authentic engagement.

Behaviors

Together, we:

— Value our greatest resource, our people, and acknowledge the contributions of every individual
— Allow people to make and learn from mistakes
— Work conscientiously and assume positive intent of others
— Actively listen and engage in open, honest dialogue
— Are good stewards of our and others' resources

Strategic Planning at City and Regional Planning

Core Goals

Four institution-wide goals are fundamental to the university's vision, mission, and future success:

Teaching and Learning

to provide an unsurpassed, student-centered learning experience led by engaged world-class faculty and staff and enhanced by a globally diverse student body.

Research and Innovation:

to create distinctive and internationally recognized contributions advancing fundamental knowledge and scholarship and toward solutions to the world's most pressing problems.

Outreach and Engagement:

to advance a culture of engagement and collaboration that incorporates the exchange of knowledge and resources in a context of reciprocity with the citizens and institutions of Ohio, the nation, and the world.

Resource Stewardship:

to be an affordable public university recognized for financial sustainability, unparalleled human and physical resources management, and operational efficiency and effectiveness.
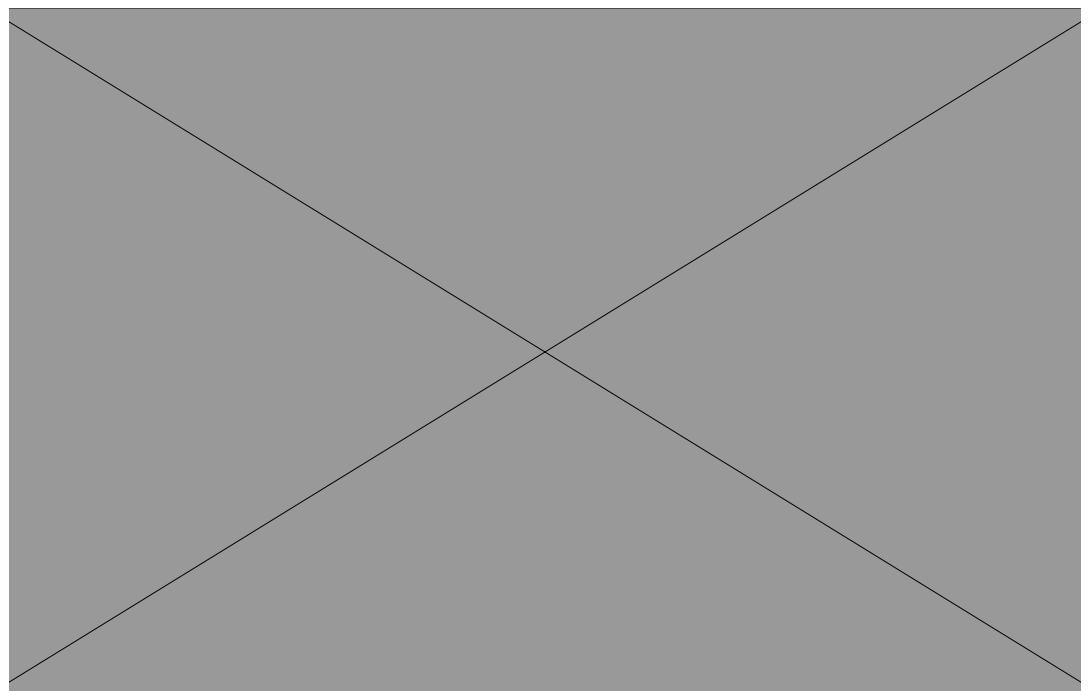
CRP Mission, Vision, and Core Values

As noted above, the CRP Strategic Plan with its goals and strategies is necessarily nested within the context of The Ohio State University Strategic Plan: "TIME AND CHANGE Enable, Empower and Inspire."

The CRP Strategic Plan reflects and speaks directly to Ohio State's vision of 'the model 21st-century public, land grant, research, urban, community-engaged institution'.

The CRP Strategic Plan also supports the five fundamentals identified in the College of Engineering (COE) Strategic Plan focused on generating high-impact innovation, discovery, education, and solutions across and between disciplines and problems of consequence. The five fundamentals comprise two strategic foundations—a community that reflects Ohio State's value and excellence in stewardship of resources—and three strategic pillars—the highest quality, evidence-based education; productive partnerships; collaborative discovery (see graphic).

CRP Mission

The mission of the City and Regional Planning Section is three-fold: to use planning knowledge, methods, and theory in practical settings to train students to become professional planners, to train planning researchers to set the agenda for the next generation of practice and scholarship, and to create and contribute to new knowledge through path setting scholarship.

The City and Regional Planning Section strives to do this by maintaining its excellence in teaching and research in the context of a university whose mission includes both the attainment of international distinction in education and scholarship and the traditional role of a land grant university with a heritage of public service.

CRP Vision

We aspire to be the nationally and internationally recognized leader in city and regional planning through our excellence and impact in scholarship and education recognizing that diversity, equity, and inclusion are essential components of our graduate and undergraduate programs.

CRP Core Values

CRP's core values reflect the university's five values through a set of three pillars of excellence and two foundations of excellence, set forth by the College of Engineering and the Knowlton School. This "3 + 2 structure" forms a guiding framework aligned to the growth objectives and values of Ohio State, and through which we will further define and execute a range of strategic initiatives and tasks. These five fundamentals will enable CRP to maximize our opportunities to generate high-impact innovation, discovery, education, and solutions.

Excellence at Scale, Applied to Problems of Consequence

Deliver the highest quality, evidence-based educational experiences in a diverse and inclusive community, accessible at all student levels, across all learning modalities.

Establish and grow productive partnerships and connections with alumni and external organizations for faculty, staff, and students.

Shape our research activities to optimize collaborative discovery, especially at the edges and intersections of disciplines.

Build and nurture a community and culture of humanity that reflects our university values.

Cultivate and advance excellence in stewardship of resources across human capital, finance, infrastructure, and technology.

Source: Strategic Plan 2022-2027, College of Engineering

Foundations of Excellence
— Build and nurture a community and culture of humanity that reflects our university values
— Cultivate and advance excellence in stewardship of resources across human capital, finance, infrastructure, and technology

Pillars of Excellence
— Deliver the highest quality, evidence-based educational experiences in a diverse and inclusive community, accessible at all student levels, across all learning modalities
— Establish and grow productive partnerships and connections with alumni and external organizations for faculty, staff, and students
— Shape our research activities to optimize collaborative discovery, especially at the edges and intersections of disciplines

Understanding the External Environment

The world has seen enormous change at an unprecedented speed through the impacts of the Covid-19 pandemic, long-unaddressed systemic racial and social justice issues, continuing economic challenges, geopolitical conflicts, and ongoing growth of the gap between 'those who have more' and 'those who have less.'

These events have revealed deep structural fissures in the foundation of our society, many of which require immediate and substantial attention and remediation, and many solutions have substantial engineering and architecture components. These factors, if left unaddressed, will only drive more profound and more pervasive fragmentation, stress, and division into the fabric of our society, leading to adverse social, economic, educational, and quality-of-life outcomes.

These global and national events play out in conjunction with an additional set of factors in Ohio that include a declining population, substantial environmental challenges, declining physical and social infrastructure, a polarized political environment, and an ongoing opioid-abuse epidemic. Economic hardships persist in many areas of the state because of a decades-long decline in traditional manufacturing jobs, increased global competitiveness, and a series of economic recoveries that have not brought back lost jobs, or helped all sectors of the population equally.

We are therefore faced today with broad and urgent needs to:

1. Create societal excellence in diversity, inclusion, and opportunity for all.
2. Build anew the healthy infrastructure elements of our society.
3. Use the power of knowledge generation and innovation to solve critical problems facing our community and the world.

In this way, we aim to help move 21st Century society forward, enabling true opportunity, well-being, and prosperity for as many people as possible.

A public, land-grant university is an important—and perhaps in many ways an indispensable—societal tool to help address and solve many of our most pressing challenges; and leverage strategic opportunities for the betterment of all.

The Ohio State University has responded, in part, through the development of three specific university-wide initiatives that form a framework for defining future strategy and direction in addressing our most pressing problems. We seek to expand the research, teaching, and professional development in the City and Regional Planning Section by pursuing opportunities created through university-wide initiatives as well as relevant research initiatives. In particular, CRP has sought to take advantage of and be actively

involved in a number of major university-wide initiatives, including but not limited to JobsOhio, The Race, Inclusion, and Social Equity (RAISE) Initiative, and The Ohio State University's Innovation District.

JobsOhio is an Ohio and Ohio State University partnership set to deliver 22,500 new STEM graduates to the State of Ohio over a 15-year period. With a number of new technology projects underway through JobsOhio, CRP is actively monitoring and developing ways in which our graduates can be an important part of leading the future of the State of Ohio.

The Race, Inclusion, and Social Equity (RAISE) Initiative is an investment in the recruitment of new tenure-track scientists, artists, and scholars whose research helps narrow social disparities in educational attainment, health outcomes, rates of incarceration, political representation, environmental impacts, and economic well-being. A second component of the RAISE Initiative focuses on faculty diversity. Through the RAISE initiative, CRP is hiring two faculty members whose research in climate change, human migration, international development, and inclusive mobility addresses both critical problems facing our society and areas of expertise that CRP students can greatly benefit from.

The Ohio State University's Innovation District is a university initiative to design and build a new paradigm for successful research, education, innovation, entrepreneurship, living, and civic engagement. With faculty members whose research is widely engaged in innovation, entrepreneurship, regional economic development as well as participatory planning, CRP is well-positioned to benefit from and contribute to the development of this Innovation District. CRP faculty can expand research projects through partnerships and collaboration; provide students more internship and employment opportunities through the integration of education and research; and ensure that the community members can reap the benefits of these collaborative endeavors.

In addition to these examples, The Ohio State University has also committed to investing nearly $750M into research related to next-generation computing, communications, artificial intelligence, healthcare, life sciences, education, art, and the humanities, and has also committed to empowering Ohio State students to earn their bachelor's degrees debt-free.

These university-wide initiatives create an "investment backdrop" against which City and Regional Planning at the Knowlton School has established this strategic plan.

Understanding the Internal Environment

The City and Regional Planning Section strives to create a supportive and inclusive environment for faculty, early career scholars, staff, and students. The CRP community welcomes different perspectives and encourages dialogue and learning across communities with different values, backgrounds, and priorities. As a response to the events of racial and social injustice, CRP held productive listening sessions from across our community throughout 2020 and 2021. We initiated course development, facilitated training, and catalyzed a broader and more comprehensive dialogue across our community. These efforts are ongoing and comprehensive but also far from complete.

With the addition of more full-time tenure-track faculty, CRP has expanded its capacity for advising and support for our BSCRP, MCRP, as well as our PhD students. By providing future planning professionals and scholars with the knowledge, skills, capacities, and practical experiences, CRP continues to be committed to leading in experiential learning and engaged scholarship.

CRP also strives to be organizationally effective and financially stable. The section shares a staff of 15.5 FTEs with the Knowlton School as well as the two other sections in the

school (Architecture and Landscape Architecture). As the school and the section have grown, there is an increased need for this centralized staff to provide support to CRP faculty and students in terms of academic program delivery and graduate recruitment, student support services, and business and research administration.

Strategic Scan: CRP Challenges, Strengths, and Action Plan

The City and Regional Planning Section houses the largest number of degree programs in the Knowlton School (3). It is also the only section with two graduate programs (the PhD and the MCRP). The City and Regional Planning Section offers two externally accredited (Planning Accreditation Board) professional degree programs. At Ohio State, graduate programs manage admissions as well as the curriculum of graduate degree programs. The City and Regional Planning Section at Ohio State is one of only 5 ACSP member departments that offer an accredited BSCRP and MCRP as well as a PhD in City and Regional Planning.

As a consequence of this degree portfolio, the City and Regional Planning Section is programmatically and administratively more complex than other sections in the Knowlton School. Notably, this expanded complexity is relatively recent (since the addition of the BSCRP program in 2009). And, because the Knowlton School staff are shared across the school and the sections, the addition and expansion of CRP programs requires increased coordination between the Knowlton School staff and the City and Regional Planning Section than in previous decades. In 2018, the Knowlton School added a sections coordinator position to assist in this effort. In 2022 the Knowlton School added a position to support the Knowlton School Director's coordination of staff and section administration. To date, none of the Knowlton School staff are assigned to solely

support CRP programs or administration but instead share their time and expertise across units.

The expansion to three-degree programs has also put demands on the faculty of CRP. The section currently has three types of faculty members: 1) Full-time tenure-track faculty, 2) Full- and part-time professors of practice, and 3) Part-time lecturers. In general, practice-intensive courses in the two professional degree programs are more likely to be taught by professors of practice or lecturers, and courses in the concentration areas and research design and methods curricula are taught by tenure track faculty.

The 2023-2024 faculty includes 17 tenured and tenure track faculty (including 3 joint appointments w/ civil engineering and 1 joint appointment w/ public policy) as well as two academic administration appointments (College of Engineering's Associate Dean for Faculty Affairs and Ohio State's Vice Provost for Urban Research and Community Engagement), 3 full-time professors of practice, and 10 part-time lecturers. The section's administration includes a section head, a Graduate Studies Chair, an Undergraduate Studies Chair, and a PhD Program Director.

City and Regional Planning has historically been the most responsive section in the Knowlton School to trends in practice, especially through rigorous quantitative analysis. As a new generation of faculty has joined the section and the growth patterns and practices of cities and regions have shifted, the sections' strengths have diversified to address broader thematic concerns using planning processes and analytical techniques including: participatory planning, international and comparative development, community development, economic development and entrepreneurship, urban innovation, social equity and inclusion, sustainability and resilience, and transportation and mobility. It must be emphasized, however, that this focus is informed by critical intelligence, grounded in theory, and driven by rigorous analysis.

The Challenges of Managing Scale: Sustaining Excellence Across Three Degree Programs

Challenge 1:
Investing in Research Excellence

The Ohio State University is a Research 1 university. Innovative and internationally-recognized research is a core goal. The City and Regional Planning Section is a PhD granting unit and all of the tenured and tenure track faculty in CRP hold PhDs and serve as doctoral advisers and on PhD committees.

Since 2019, the Knowlton School has supported faculty research and dissemination through regular calls for faculty conference travel applications. The availability of these funds has increased faculty participation in academic conferences such as ACSP and UAA. As noted above, the section has also invested in journal editorships and in media and communications. PhD students (as well as faculty) are publishing in peer-reviewed journals regularly.

The section supports the applications of faculty for sabbaticals ("faculty professional leave") and works to accommodate these requests. The section has awarded early career faculty course releases to facilitate research productivity on the path toward promotion. Similarly, the section works to leverage university resources to support faculty who are interested in collaborative research projects and proposals.

Challenge 2:
Designing Strong and Dynamic Curricula Across Degree Programs

The City and Regional Planning Section is more than 60 years old and has more than 2,000 living alumni. The PhD program will celebrate its 40th anniversary in 2024 and the BSCRP will be almost 15 years old.

Although these milestones are accomplishments on their own, they also underscore the need for the section to embrace self-assessment and become comfortable with

a continuing rather than an episodic approach to program improvement.

In recent years, the BSCRP program has undergone its first significant restructuring under the leadership of the Undergraduate Committee. Similarly, the MCRP just underwent its first significant change since the conversion from quarters to semesters in 2012. In both professional programs, a core goal is to provide experiential learning opportunities through studio instruction and internship opportunities while positioning that learning within a global context through a focus on institutions, governance, and both formal and informal planning processes.

In the MCRP program, those goals are amplified. For example, the section offers two planning law classes, both taught by CRP-tenured faculty, in order to provide a deep understanding of the institutional context of planning, Similarly, the new exit options for the MCRP emphasize self-directed learning and independent learning guided by faculty advisers and supervised by the Graduate Committee.

In 2023, the PhD program will pilot a new model for its required teaching practicum. This new model leverages the pedological expertise of the CRP faculty and incorporates some important lessons learned from recent experiences with new teaching technologies and techniques likely to be significant for the next cohort of planning faculty.

Challenge 3:
Professional Development Curriculum and Student Career Services

The MCRP and BSCRP require two distinct sorts of professional development instruction and support. The first is professional development instruction embedded within the curriculum of the degree programs. This instruction is provided by faculty with contemporary connection to planning practice and professional organizations. Some of these offerings currently include professional development distance learning modules available to current students, alumni, and planning professionals.

The second sort of support is a more traditional career services function for current students which includes: 1) position advertising and placement assistance for internships and positions after graduation, 2) relationship management with employers, 3) alumni relations including alumni mentoring programs, 4) career services data collection and reporting, and 5) career events and activities (for example, career fairs).

Historically the distinction between the professional development curriculum (a CRP curriculum issue) and career services support (a school, college, and university support services issue) has been blurry with faculty providing internship coordination as well as managing employer relations.

Additionally, the section tends to provide both professional development and "career services" (placement assistance and career mentoring) in the PhD program. Significant faculty engagement in career development for PhD students is fairly common and is often seen as part of the role of doctoral advisors.

Because CRP houses the only PhD program in the Knowlton School, this exceptional level of faculty engagement with student career development in the PhD program is sometimes misunderstood as a disciplinary norm that applies to the BSCRP and the MCRP. In fact, the section requires more support (rather than less) from school, college, and university student career support services because the faculty already provide this broad support to the PhD program and deliver a professional development curriculum in the MCRP and BSCRP programs.

Challenge 4:
Building Efficient Administrative
Processes with a Centralized Staff

The Knowlton School has an unusual approach to staff support for its degree programs. Rather than provide dedicated staff to each section (or degree program) the School provides a shared staff of 15.5 FTEs that is organized by

function (for example, media and communications; outreach and alumni engagement; business management; students services) and reports through staff managers to the Knowlton School Director. In other words, the sections have no dedicated staff and no administrative direct reports. The only administrative staff resources directly allocated to sections are the administrative supplements allocated to the faculty who serve as section heads.

Historically, the school faculty have perceived this centralization of staff support to require more faculty time dedicated to everyday operations and navigating systems. The faculty find that managing multiple centralized services within the school as neither necessary nor desirable. Faculty argue that this creates transaction costs taking faculty time away from research, teaching, and program design and development. The recent centralization of both information technology services (research, instructional, and administrative) and grants administration (within the college), as well as Human Resources (across the university) has added confusion and complexity for the Knowlton staff teams as well as for the faculty.

The challenge for the section is to work within this system of centralized shared support services. This requires both an administratively effective section head capable of mapping this system and advocating for CRP's interests and faculty and students who "learn the system" in spite of its complexities in order to make use of the resources available.

Challenge 5: Balancing Resource Allocations Across Degree Programs

In the Knowlton School, the sections have modest discretionary and endowment budgets. Section programming (beyond degree program delivery) is largely drawn from these funds. In order to effectively conduct graduate student recruitment (which is a responsibility of the section) funding for students becomes a significant priority. Balancing those investments across three degree programs

requires a strong sense of where investments can provide the most effective leverage. This determination changes over time and requires data to evaluate.

On the revenue side, the City and Regional Planning Section supports the efforts of the Knowlton School's Advancement team, encourages faculty to seek outside sponsored research, supports students as they apply for external fellowships and scholarships, leverages internal scholarships and fellowships to recruit students and faculty, and manages undergraduate enrollments in order to ensure departmental revenue in an academic RCM (responsibility center management) model.

On the spending side, the City and Regional Planning Section strives to be transparent about how these decisions are made (as well as when). That transparency is conveyed to faculty and students (as well as staff and Knowlton School leadership) through the CRP Faculty Handbook and the policy and program documents provided to students. Also, whenever possible, students and faculty are directed towards the resources available to them as members of the Ohio State and College of Engineering community. Just one example of this is the waiver of author publication changes in many academic journals for Ohio State authors.

The section offers four fully funded 4-year PhD positions annually through a combination of fellowships and assistantships. The section does not have such generous funding available to MCRP students. The section allocates a combination of modest endowments, in state tuition waivers, university and college fellowships, and graduate assistantships to MCRP-admitted students. These packages are not as generous as many of the section's institutional peers. The section also encourages MCRP and BSCRP students to seek out internship opportunities facilitated through the Knowlton School and the College of Engineering's support services.

The City and Regional Planning Section Goals and Action Plan

The Section
The City and Regional Planning Section is the academic home of the CRP faculty, students, and research programs and it is the administrative unit managing the program delivery (design and instruction) of CRP degree programs.

The City and Regional Planning Section's primary goal is to deliver degree programs that enable and inspire students using methods and approaches distinct to the discipline to theorize, analyze, design, build, and manage more equitable, inclusive, resilient, and sustainable cities and regions.

The section recognizes that in order to meet this goal, the section must assemble and support a faculty of active and innovative researchers, dedicated teachers, disciplinary leaders, and forward-focused practitioners who will both attract and mentor graduate students who constitute the future of both the profession and the discipline.

In the context of a rapidly urbanizing world confronting the societal challenges of global climate change and structural inequality, this primary goal of assembling and supporting the faculty is the work of the City and Regional Planning Section. The section pursues this goal by assembling and allocating resources and designing and implementing policies and practices that enable faculty to pursue excellence in research, teaching, and advising.

In the next five years, the section intends to:

Expand Engagement with Ohio State Research Partners
Ohio State's nationally recognized research centers such as Center for Regional Analysis (CURA) and Kirwan Institute for the Study of Race and Ethnicity create opportunities not only

to strengthen ongoing research at CRP but also to develop interdisciplinary research and teaching across the university.

CRP is well poised to continue its excellence in research and teaching through successful recent faculty hires, a more matured faculty body, and joint appointments of CRP faculty across colleges such as the College of Public Affairs, College of Engineering, and School of Environment and Natural Resources and across disciplines, including Geography.

The section will encourage opportunities to collaborate with cognate disciplines to build research partnerships and expand program offerings.

Facilitate Opportunities for Students to Build Community and Develop Leadership Capacities Across the Section

In the wake of the global pandemic, the section became more aware of the need to foster community and develop leadership both in the student cohorts and among the faculty.

The section will support the expansion of student groups including the launch of a Graduate Planning Students group (GPS) to complement the existing CRP Student Association (CRPSA) which is largely undergraduate facing. The section will also support and encourage students to invest in and shape the CRP Studio spaces. The section will also support and facilitate CRP students as they initiate and launch programming that involves the Knowlton School and the College of Engineering more broadly.

Additionally, the section will continue to rotate program leadership roles and committee roles across the faculty in order to encourage engaged faculty governance, balance workloads, and foster succession planning and curriculum innovation.

Reinvest in a Global Perspective

The section will also reinvest in a global perspective for planning through faculty hiring, international programming,

student recruitment, and curriculum development. The section has recently hired several faculty with a comparative research background. Additionally, the section has supported faculty in efforts to build partnerships with international institutions. The section also continues to support study abroad programming and will reintroduce the international planning studio in SP 24.

The section will also support ACSP and partner planning programs in pursuing STEM designation for the CRP CIP code. This action will support CRP graduate recruitment for international students and provide more flexible work visas for international student graduates.

Section-Level Action Plan
— STEM Designation: Collaborate with ACSP and partner universities to redesignate the current CRP CIPS code for STEM designation by the US DHS and thereby expand and enhance post-graduate employment opportunities for CRP international students when they graduate from the program.
— Reputation and Recruitment: Support ACSP's efforts to design and develop a Guide to Planning Programs independent of Planetizen's review and ranking system. Direct marketing and recruitment resources to partners and platforms aligned with the vision and mission of the section. Leverage the staff resources in the Knowlton School (esp. Outreach, Media and Communications, and Student Services) to design and disseminate CRP's message.
— Institutional Coordination: Connect professional development curricula with the career services and mentoring programs available at the university, college, and school. Facilitate connecting CRP's stakeholder community to these resources and services as well as current students.
— Research Excellence: Support faculty and student research by coordinating and leveraging section, school, college, and university resources to provide fellowships and scholarships, research and dissemination grants, and grant support.

Measuring Progress: Goals, Metrics, Benchmarks, and Action Items by Program

In the next five years, each program intends to:

The PhD Program

PhD GOALS
For our PhD Program, we articulate the following broad goals:

PhD Goal 1. Produce first-rate researchers in academic or non-academic research settings.

PhD Goal 2. Create an inclusive and supportive community in which students can learn from each other.

The PhD Program Action Items
The section aims to:

— The section aims to admit about four students per year and stabilize PhD enrollments.
— Maintain program selectivity with the admission rate under 15% (2022-23 admissions rates have been around 10%).
— Target the student graduation in 4-5 years to align with the time span of our guaranteed financial support.
— Maintain a significant presence in our key academic conferences, such as ACSP, by the advanced PhD students who are ready to present their original research work.
— Provide the job market training and make a smooth transition to post-doctoral work. Particularly for non-academic jobs, connect the current students to our alumni in close areas to inform opportunities and preparation.

The Master of City and Regional Planning Program

MCRP GOALS

For our Graduate Program (MCRP), we articulate the following broad goals:

MCRP Goal 1. Provide a professional planning program with an experiential curriculum connected to communities and situated in a global context.

MCRP Goal 2. Create an intentionally inclusive learning community.

MCRP Goal 3. Prepare and support students in the professional career paths connecting with planning practice and fostering self-directed learning.

MCRP Goal 4. Systematically evaluate student work to assess MCRP program performance and alignment with preparation for professional planning practice.

The MCRP Program Action Items

The section aims to:

— Identify and implement an MCRP enrollment target that balances the land grant mission with program resources.
— Increase the selectivity of the MCRP admissions classes by increasing the number of applications and the degree program options available.
— Offer all MCRP students opportunities to engage in individualized and student-driven research projects through the degree program's exit project options.
— Revive and increase applications to the dual BSCRP + MCRP degree program by or before the 2024-25 academic year.

— Realign its dual degree options based on the revised MCRP curriculum with key academic partners across campus, including Civil, Environmental, and Geodetic Engineering (CEGE), the Glenn College of Public Affairs, the School of Environment and Natural Resources, Moritz College of Law, Department of Geography and the other Knowlton sections, Architecture and Landscape Architecture.

— Provide students with professional development instruction which prepares them for the profession and connects them to Ohio State Career Services like internships, alumni mentoring programs, and job search supports (provided through the Knowlton School and the College of Engineering).

— Enhance MCRP student connections to the American Planning Association and Ohio Chapter of the American Planning Association by facilitating their attendance and participation in annual meetings, conferences, meetings and trainings.

— Expand opportunities for experiential learning in a global context through international opportunities including courses, studios, and research opportunities.

The Bachelor of Science in City and Regional Planning Program

BSCRP GOALS

For our undergraduate program (BSCRP), we articulate the following broad goals:

BSCRP Goal 1. Provide an experiential, interdisciplinary, and global focus in our professional undergraduate planning programs.

BSCRP Goal 2. Offer a comprehensive student support service that prepares students for careers in planning and cognate fields.

BSCRP Goal 3. Proactively recruit students to the BSCRP to achieve sustainable cohort size and a diverse and inclusive community.

BSCRP Goal 4. Systematically evaluate student work to assess BSCRP program performance.

The BSCRP Program Action Items

The section aims to:

— Stabilize and maintain BSCRP enrollment levels at between 120 and 150 majors.
— Offer 4-5 regular General Education courses at the undergraduate level to ensure that students can find multiple paths to the BSCRP major.
— Offer every BSCRP student an engaged and experiential learning opportunity first through the CRP Studios, second through access to internships, and third through international experiences (through study abroad programming).
— Provide students with professional development instruction which prepares them for the profession and connects them to Ohio State Career Services like internships, alumni mentoring programs, and job search supports (provided through the Knowlton School and the College of Engineering).

— Offer students access to research opportunities in the planning field through undergraduate thesis options and research opportunities.
— Provide course content that introduces students to planning in a global context as well as providing students with content of the local and national planning environment.

Professional Program Goals in Detail

Detailed metrics aligned with each goal are outlined in Table 1 and Table 2.

MCRP Goals in Detail

We further specify each MCRP GOAL as follows:

MCRP Goal 1: Provide a professional planning program with an experiential curriculum connected to communities and situated in a global context.

Goal 1.1: Deliver an experiential curriculum connected to planning practice.

Goal 1.2: Deliver a curriculum connected to communities.

Goal 1.3: Deliver a planning curriculum situated in the global context.

Goal 1.4: Provide research opportunities and pathways for students.

Goal 1.5: Provide a deep knowledge of the discipline of planning.

MCRP Goal 2: Create an intentionally inclusive learning community.

Goal 2.1. Actively attract and recruit a diverse student community.

Goal 2.2. Provide funding opportunities and information at the time of admissions.

Goal 2.3. Provide ready access to program information and opportunities to all students.

Goal 2.4. Provide an environment in which diverse students can succeed.

MCRP Goal 3: Prepare and support students in the professional career paths connecting with planning practice and fostering self-directed learning.

Goal 3.1 Provide an integrated Professional Development Seminar for 1st-year MCRPs.

Goal 3.2 Offer and coordinate a professional internship program.

Goal 3.3 Support engagement between individual students, the student organization, and professional associations and CRP alumni.

Goal 3.4 Provide robust career placement and job search support.

MCRP Goal 4: Systematically evaluate student work to assess MCRP program performance and alignment with preparation for professional planning practice.

Goal 4.1. Provide students with the skills to produce/perform high-quality planning (indicators of individual competencies).

Goal 4.2. Select and promote high-quality student work as exemplars for the CRP community (students, faculty, and stakeholders).

Goal 4.3: Graduating MCRP student work demonstrates planning competencies (aggregate assessments of programmatic performance).

BSCRP Goals in Detail
We further specify each BSCRP GOAL as follows:

BSCRP Goal 1: Provide an experiential, interdisciplinary, and global focus in our professional undergraduate planning program.

Goal 1.1. Deliver a professional undergraduate program that prepares students for careers in planning and cognate fields.

Goal 1.2. Deliver a professional planning undergraduate degree program with interdisciplinary breadth.

Goal 1.3. Deliver a professional undergraduate degree program with an international and comparative curriculum and study abroad opportunities.

Goal 1.4. Deliver a professional undergraduate planning degree program with opportunities for experiential and community-engaged learning.

BSCRP Goal 2: Offer a comprehensive student support service that prepares students for careers in planning and cognate fields.

Goal 2.1. Provide BSCRP students with internship and work opportunities in planning.

Goal 2.2. Provide students with career services and job-seeking support.

BSCRP Goal 3: Proactively recruit students to the BSCRP to achieve sustainable cohort size and a diverse and inclusive community.

Goal 3.1. Develop a culture of inclusion that prioritizes attracting and supporting diverse students.

Goal 3.2. Offer OSU General Education courses that introduce undergraduate students to urban planning with an intentionally inclusive curriculum.

BSCRP Goal 4: Systematically evaluate student work to assess BSCRP program performance.

Goal 4.1. Students achieve professional goals based on their planning knowledge, skills, and abilities.

Goal 4.2: Graduating BSCRP student work demonstrates planning competencies.

Goal 4.3. Select high-quality student work as exemplars through profiles, recognition, and awards.

Table 1. MCRP Goals, Metrics, Benchmarks, and Action Plans

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Goal 1. Provide a professional planning program with an experiential curriculum connected to communities and situated in a global context										*Initiate STEM designation discussions in relation to the university's goal of delivering over 22,500 new STEM graduates and collaborating with JobsOhio*
Goal 1.1: Deliver an experiential curriculum connected to planning practice										
Metric 1.1.1: Rank satisfaction with the experiential learning opportunities	*% Students Selecting Agree + and/or Satisfied +*	70%+	83.3%	51.9%	10.0%	62.5%	62.5%	50%		
Metric 1.1.2: Did the MCRP program adequately prepare to create pragmatic policy analysis and write policies/laws to influence city and regional form and use?	*% Students Selecting Agree + and/or Satisfied +*	70%+	30.0%	42.1%	26.3%	36.4%	70%	52.6%		
Metric 1.1.3: Did the MCRP program adequately prepare to thrive in a professional planning office setting?	*% Students Selecting Agree + and/or Satisfied +*	70%+	47.0%	65.8%	58.0%	57.6%	60%	73.7%		*Provide more support for professional preparation through technical support and curricular changes and/or additions*
Metric 1.1.4: Please Rank your satisfaction with the studios	*% Students Selecting Agree + and/or Satisfied +*	70%+	71.4%	70.4%	20.0%	80.0%	80%	100%		
Metric 1.1.5: Please rank your satisfaction with tools for pragmatic planning practice	*% Students Selecting Agree + and/or Satisfied +*	70%+	71.4%	85.2%	0.0%	50.0%	50%	100%		*Provide more internship support*
Metric 1.1.6: Did the MCRP program adequately prepare to work in interdisciplinary teams, collaborate with clients, the public, and work teams?	*% Students Selecting Agree + and/or Satisfied +*	70%+	78.0%	84.2%	79.0%	75.8%	95%	89.5%		
Metric 1.1.7: Use tools and methods to understand and plan for cities & regions	*% Students Selecting Agree + and/or Satisfied +*	70%+	85.7%	29.6%	0.0%	50.0%	80%	100%		

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 1.1.8: Did the MCRP program adequately prepared to use tools and methods to understand and plan for cities & regions?	% Students Selecting Agree + and/or Satisfied +	70%+	75.0%	79.0%	84.2%	78.8%	86%	94.7%		
Metric 1.1.9: Enter professional practice with a portfolio of real-world experiences	% Students Selecting Agree + and/or Satisfied +	70%+	71.4%	66.7%	10.0%	80.0%	80%	100%		
Metric 1.1.10. Did the MCRP program adequately prepare you to enter professional practice with a portfolio of real-world experiences?	% Students Selecting Agree + and/or Satisfied +	70%+	52.0%	71.0%	68.4%	63.6%	70%	73.7%		Combine some of career development courses, including portfolio development support
Metric 1.1.11. Use the latest information technology to analyze and solve planning problems	% Students Selecting Agree + and/or Satisfied +	50%	71.4%	63.0%	0.0%	80.0%	80%	100%		
Metric 1.1.12. Did the MCRP program adequately prepare you to use the latest information technology to analyze and solve planning problems?	% Students Selecting Agree + and/or Satisfied +	50%	52.0%	50.0%	58.0%	21.2%	75%	57.9%		

Goal 1.2: Deliver a curriculum connected to communities

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 1.2.1: The program helped me develop skills to advocate for interests on behalf or with a group in the community	% Students Selecting Agree + and/or Satisfied +	70%+	100%	85.2%	10%	90.0%	90%	100%		
Metric 1.2.2: Did the MCRP program adequately prepare you to advocate for interests on behalf or with a group in the community?	% Students Selecting Agree + and/or Satisfied +	70%+	56.0%	79%	79.3%	67.1%	75%	73.7%		
Metric 1.2.3: Did the MCRP program adequately prepare you to have cultural competencies in engaging in practice?	% Students Selecting Agree + and/or Satisfied +	70%+	47.0%	63.2%	73.7%	45.5%	77%	63.2%		

Goal 1.3: Deliver a curriculum situated in the global context

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 1.3.1: Program helped me connect local and global issues	% Students Selecting Agree + and/or Satisfied +	70%+	42.8%	55.5%	10.0%	50.0%	50%	100%		
Metric 1.3.2: Number of students participating in education abroad programs	# of students	10+	13	16	13	5 (pandemic)	0	2 (1 virtual and 1 in person)		

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 1.3.3: Number of CRP Section education abroad opportunities for students	# of study abroad or international studio opportunities	3	3	3	3	0 (pandemic)	3	3		
Goal 1.4: Provide research opportunities and pathways for students										
Metric 1.4.1: Were you satisfied with your ability to pursue a thesis?	% of students answering yes	70%	75.0%	40.0%	0.0%	40.0%	66.7%	50%		
Metric 1.4.2: The thesis was an appropriate exit requirement	% of Thesis taking students agree	75%	100%	51.9%	10.0%	30.0%	100%	n/a*		
Metric 1.4.3: My committee members provided sufficient assistance	% of Thesis taking students agree	75%	100%	0 responses	0.0%	30.0%	100%	n/a*		
Goal 1.5: Provide a deep knowledge of the discipline of planning										
Metric 1.5.1: Rank satisfaction with "the program helped me develop skills to understand the big picture, while thinking creatively and innovatively to solve micro and macro level planning problems	% Students Selecting Agree + and/or Satisfied +	75%+	100%	63.0%	0.0%	80.0%	80%	100%		
Metric 1.5.2: Did the MCRP program adequately prepared to understand the big picture, while thinking creatively and innovatively to solve micro and macro level planning problems?	% Students Selecting Agree + and/or Satisfied +	75%+	67.0%	76.0%	84.2%	75.8%	90%	94.7%		
Metric 1.5.3: Please rate your level of agreement with the following statement "The program helped me develop skills to ..." - Understand the historical and contemporary analysis of global and American urbanization	% Students Selecting Agree + and/or Satisfied +	75%+	85.7%	77.7%	0.0%	90.0%	90%	50%		
Metric 1.5.4: Did the MCRP program adequately prepare you to understand the interdisciplinary nature of planning?	% Students Selecting Agree + and/or Satisfied +	75%+	80.0%	79.0%	79.0%	72.7%	89.5%	89.5%		

Goal 2: Create an intentionally inclusive learning community

Goal 2.1. Actively Attract and Recruit a Diverse Student Community

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 2.1.1: Percent of 1st year class from underrepresented communities	*% of students*	*20% of incoming class (aligned w/ Ohio demographic)*	*32.3%*	*19.0%*	*11.1%*	*12.5%*	*30.8%*	*27.8%*		
Metric 2.1.2: In the past year, what diversity and inclusion topics have you worked on (please select all the issues that apply): race, disability, LGBTQAI, women, immigration, Indigenous populations	*Number of students replied yes*	*30% of total respondents*	*n/a*	*n/a*	*n/a*	*Race - 12 Disability - 9 LGBTQAI+ - 4 Women - 5 Immigration - 3 Indigenous populations - 2*	*Other - 2*	*Other - 3*		

Goal 2.2. Provide funding opportunities and information at the time of admissions

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 2.2.1: Percentage of incoming Graduate students with fellowship support	*% of incoming students*	*50%*	*14.3%*	*3.7%*	*18.2%*	*0%*	*17.6%*	*10.5%*		
Metric 2.2.2: Percentage of incoming Graduate students with Graduate Associate Position	*% of incoming students*	*20%*	*0%*	*0%*	*0%*	*10.5%*	*11.8%*	*5.3%*		
Metric 2.2.3: Percentage of incoming Graduate students with tuition waiver	*% of incoming students*	*35% of incoming class*	*21.4%*	*14.8%*	*27.3%*	*21.1%*	*41.2%*	*42.1%*		
Metric 2.2.4: Percentage of incoming Graduate students with scholarship	*% of incoming students*	*20%*	*0%*	*0%*	*0%*	*0%*	*17.6%*	*15.8%*		
Metric 2.2.5: Percentage of total students with aid (total MCRP GA, Scholarship, Waiver, and Fellowships)	*% of total students*	*50% of total enrollment*	*35.7%*	*18.5%*	*45.5%*	*31.6%*	*88.2%*	*73.7%*		

Goal 2.3. Provide ready access to program information and opportunities to all students

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 2.3.1: Quality and use of accessible platform for student information (e.g., CRPHUB)	number of students who are active users on Carmen	100% of MCRP students w/ access to materials on CRPHUB or School website (handbooks, internship materials, syllabi, etc.)	n/a	n/a	100%	100%	100%	100%		
Goal 2.4. Provide an environment in which diverse students can succeed										
Metric 2.4.1: Annual student retention rate	% of students	85%	88.0%	91%	100%	96%	88.2%	85%		
Metric 2.4.2: Annual retention rate of underrepresented minorities students	% of students	90%	80.0%	91%	100%	100%	100%	100%		
Metric 2.4.3: Percentage of students who are underrepresented minorities	% of students	20% of incoming class (aligned w/ Ohio demographic)	32.3%	16.7%	7%	12.5%	24.3%	26.7%		
Goal 3: Prepare and support students in the professional career paths and connect with planning practice										
Goal 3.1. Offer an integrated Professional Development Seminar for 1st year MCRPs										
Metric 3.1.1: Rank experience with the PDS	% Very satisfied and satisfied	70%+	33.3%	55.5%	30%	55.0%	55.6%	100%		
Goal 3.2. Offer and Coordinate a Professional Internship Program										
Metric 3.2.1: How many students participated in an internship program	% of students who are active students	75%	n/a	85%	95%	91%	75.7%	68.9%		
Metric 3.2.2: How did your internship/practicum help you prepare for your planning career?	out of 5 positive outcomes, students will choose at least 3 different outcomes	75%	not asked	57.7%	81.8%	90%	72.5%	100%		
Metric 3.2.3: Are you satisfied with the placement and the experience as an indicator of your achievement?	% Students Selecting Agree + and/or Satisfied +	75%	86%	74.1%	90%	76%	90%	84.2%		

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 3.2.4: Did the MCRP program adequately prepare you to enter practice based on my studios and other applied coursework?	*% of students were satisfied (very satisfied or satisfied)*	50%	48.0%	68.4%	58%	58%	60%	63.2%		
Goal 3.3 Support engagement between individual students, the student organization, and professional associations and CRP alumni										
Metric 3.3.1: Student involvement in the governance of the program is strong	*% of students were satisfied (very satisfied or satisfied)*	50%	28.6%	37.0%	30.0%	33.0%	33.3%	50%		
Goal 3.4. Provide robust career placement and job search support										
Metric 3.4.1: The program provides opportunities for career guidance and mentorship	*% Students Selecting Agree + and/or Satisfied +*	75%	85.7%	63.0%	81.8%	30.0%	70%	100%		
Metric 3.4.2: Students who responded to the exit survey had already secured a position prior to graduation or were actively seeking a position	*% Students Selecting Agree + and/or Satisfied +*	50%	59.0%	89.5%	90.3%	70.0%	20%	50%		
Metric 3.4.3: students planned to find a job related to their degree after graduation	*% Students Selecting Agree + and/or Satisfied +*	75%	82.0%	100%	100%	n/a	80%	50%		
Goal 4: Systematically evaluate student work to assess MCRP program performance and alignment with preparation for professional planning practice										
Goal 4.1. Provide students with the skills to produce/perform high quality planning (indicators of individual competencies)										
Metric 4.1.1: Percentage of graduates who complete the MCRP comprehensive exam on the 1st try	*% of graduates completed comp exam on the 1st try*	75%	68.0%	76.5%	85.0%	62.0%	63%	63%		
Metric 4.1.2: Percentage of alumni who take AICP test who pass within 5 years of graduating	*% of alumni*	75%	83.0%	80.0%	78.9%	78.0%	69.2%	n/a**		
Metric 4.1.3 CRP Alumni employment status	*% of alumni currently employed in planning or planning-related position*	75%	80.0%	71.4%	84.0%	90.0%	91.3%	100%		
Goal 4.2. Select and promote high quality student work as exemplars for the CRP community (students, faculty, and stakeholders)										
Metric 4.2.1. Number of student projects/work that won awards	*number of students*	15 awards	n/a	n/a	34	38	35	37		

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 4.2.2. Frequency of student projects profiled by Knowlton Media on social media	number of profiled stories	1 per month	n/a	n/a	9	3	3	3		
Goal 4.3. Graduating MCRP student work demonstrates planning competencies (aggregate assessments of programmatic performance)										
Metric 4.3.1 Assessment of student performance in Studio Courses (CRPLAN 6910, CRPLAN 6920, CRPLAN 6950, CRPLAN 6960 or CRPLAN 6970)	students achieve a minimum grade in their studio course or courses	75% achieve a B or higher	100% B or higher	100% B or higher	89.5% B or higher (10.5% chose Pass as a special pandemic option)	100% B or higher	100% B or higher	100% B or higher		
Metric 4.3.2 Assessment of student performance Policy, theory, history, and Law courses (CRPLAN 6000, CRPLAN 6100 and CRPLAN 6300)	students achieve a minimum grade in each of the courses	75% achieve a B or higher	99% B or higher	97% B or higher	96.5% B or higher	97% B or higher	100% B or higher	99% B or higher		
Metric 4.3.3 Assessment of student performance in Methods, analytics, and site planning (CRPLAN 6200 or CRPLAN 5001, CRPLAN 6400, CRPLAN 6500 and CRPLAN 6600)	students achieve a minimum grade in each of the courses	75% achieve a B or higher	93% B or higher	93% B or higher	85% B or higher	86% B or higher	92% B or higher	96.5% B or higher		

* Data not available due to low response rate from students who chose a thesis option
** AICP changed their reporting system, and we have no update on the last year (graduating class of 2017)

Table 2. BSCRP Goals, Metrics, Benchmarks, and Action Plans

Goal 1. Provide an experiential, interdisciplinary, and global focus in our professional undergraduate planning programs

Goal 1.1. Deliver a professional undergraduate program that prepares students for careers in planning and cognate fields

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 1.1.1 Did the BSCRP Curriculum prepare you with tools and methods?	% Students Selecting Agree + and/or Satisfied +	75%+	71.4%	90.9%	91.0%	83.3%	83.3%	100%		
Metric 1.1.2 Did the BSCRP program adequately prepare you with tools and methods to understand and plan for cities and regions?	% Students Selecting Agree + and/or Satisfied +	75%+	64.0%	58.0%	91.1%	83.9%	25%	53.9%		
Metric 1.1.3 Did the BSCRP program adequately prepare you to work in interdisciplinary teams, collaborate with clients, the public, and work teams?	% Students Selecting Agree + and/or Satisfied +	75%+	87.0%	82.4%	95.5%	83.9%	100%	84.6%		
Metric 1.1.4 Did the BSCRP program adequately prepare you to use the latest information technology to analyze and solve planning problems	% Students Selecting Agree + and/or Satisfied +	75%+	59.0%	52.9%	68.2%	58.0%	56.3%	61.5%		
Metric 1.1.5 Did the BSCRP program adequately prepare you to thrive in a professional planning office setting	% Students Selecting Agree + and/or Satisfied +	75%+	54.0%	47.1%	72.7%	54.8%	68.8%	61.5%		
Metric 1.1.6 Did the BSCRP Curriculum prepare you to work in projects teams and w/ clients and communities?	% Students Selecting Agree + and/or Satisfied +	75%+	87.5%	100%	14.3%	66.7%	66.7%	100%		
Metric 1.1.7 Did the BSCRP program adequately prepare you to understand the big picture, while thinking creatively and innovatively to solve micro and macro level planning problems?	% Students Selecting Agree + and/or Satisfied +	75%+	78.0%	71.0%	91.0%	83.9%	100%	92.3%		

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 1.1.8 Did the BSCRP Curriculum prepare you w/ planning and policy analysis of laws and land use?	% Students Selecting Agree + and/or Satisfied +	75%+	62.5%	73.0%	14.3%	33.3%	33.3%	66.7%		
Metric 1.1.9 Did the BSCRP program adequately prepare you w/ pragmatic policies/laws to influence city and regional form and use?	% Students Selecting Agree + and/or Satisfied +	75%+	31.0%	17.6%	18.9%	32.2%	25%	53.9%		
Metric 1.1.10 Did the BSCRP Curriculum prepare you for your professional goals?	% Students Selecting Agree + and/or Satisfied +	75% +	66.6%	81.82%	14.3%	33.3%	33.3%	100%		
Metric 1.1.11 Did the BSCRP Curriculum prepare you for your professional goals?	% Students Selecting Agree + and/or Satisfied +	75% +	N/A	N/A	72.7%	54.8%	66.7%	84.6%		

Goal 1.2. Deliver a professional planning undergraduate degree program with interdisciplinary breadth

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 1.2.1: # of BSCRP majors engaged in double majors or minors	# of students	10% BSCRPs w/ double major; 20% w/ a minor field; 50+ CRP minors	1 student as double major, 84 students have it as minor	7 double majors, 76 students have it as a minor	8 double majors, 66 students have it as a minor	7 double majors, 63 students have it as a minor	6 BSCRPs have a double major, 37 BSCRPs have a minor	5 BSCRPs have a double major, 42 BSCRPs have a minor		
Metric 1.2.2: Did the BSCRP Curriculum provide you with an interdisciplinary experience?	% Students Selecting Agree + and/or Satisfied +	75%+	95.2% agree or strongly agree	100%	14.3%	100%	100%	100%		
Metric 1.2.3: Did the BSCRP program adequately prepare you to understand the interdisciplinary nature of planning?	% Students Selecting Agree + and/or Satisfied +	75%	73.0%	82.0%	86.4%	83.9%	93.8%	84.6%		
Metric 1.2.4: Did the BSCRP provide dual degrees and minors opportunities?	% Students Selecting Agree + and/or Satisfied +	50%+	61.1%	80.0%	50.0%	100%	100%	85.7%		

Goal 1.3. Deliver a professional undergraduate degree program with an international and comparative curriculum and study abroad opportunities

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 1.3.1. Students participating in the Global Option?	number of students who graduated with this distinction	20%	11	1	1	2	2	1		
Metric 1.3.2 Number of CRP Section education abroad opportunities for students	# of study abroad or international studio opportunities	3	3	3	3	0 (COVID)	0 (COVID)	2		
Metric 1.3.3 Education abroad participation	% of students	20%	11/3.5%	19/6.2%	8 (no % given)	4 (COVID)	0 (COVID)	4		
Goal 1.4. Deliver a professional undergraduate planning degree program with opportunities for experiential and community engaged learning										
Metric 1.4.1: Did the BSCRP Curriculum prepare you to advocate for community?	% Yes	75%+	93.8%	100%	50.0%	100.0%	100%	100%		
Metric 1.4.2: Did the BSCRP program adequately prepare you to advocate for interests on behalf or with a group in the community?	% Students Selecting Agree + and/or Satisfied +	75%	73.0%	59%	91.7%	83.9%	100%	92.3%		
Metric 1.4.4: Did the BSCRP Curriculum prepare you with cultural competencies?	% Students Selecting Agree + and/or Satisfied +	75%+	75.0%	70%	50.0%	66.7%	66.7%	88.9%		
Metric 1.4.3: Did the BSCRP program adequately prepare you to have cultural competencies in engaging in practice?	% Students Selecting Agree + and/or Satisfied +	75%	63.0%	65%	77.3%	64.5%	87.5%	76.9%		
Metric 1.4.3: Did the BSCRP Curriculum provide experiential learning opportunities?	% somewhat satisfied or very satisfied	75%+	56.2%	90.9%	50%	80%	80%	77.8%		
Metric 1.4.4: Did the BSCRP program adequately prepare you to enter professional practice with a portfolio of real-world experiences?	% Students Selecting Agree + and/or Satisfied +	70%	44.0%	47.1%	72.7%	74.1%	75%	76.9%		

Goal2. Offer a comprehensive student support services that prepare students for careers in planning and cognate fields

GOAL 2.1. Provide BSCRP students with internship and work opportunities in planning

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 2.1.1: Did you participate in an internship?	% of students saying yes	75%+	50.0%	83%	0.0%	66.7%	66.7%	755		
Metric 2.1.1: Did you participate in an internship?	% of students saying yes	75%+	85.7%	85%	72.7%	45.1%	73.3%	100%		
Metric 2.1.2: # number of sponsoring agencies for participating in internship program	# of different employers participating	20	15	7	7	26	9	11		
Metric 2.1.3.Please rate your level of agreement with the following statements. - The program has prepared me for professional practice.	% Students Selecting Agree + and/or Satisfied +	50%+	68.8%	82%	14.3%	50%	50%	77.8%		
Metric 2.1.4. Number of students that participated in a paid or unpaid internship were satisfied with it.	% Students Selecting Agree + and/or Satisfied +	50%	88.0%	85%	72.7%	45.1%	72.7%	76.9%		

Goal 2.2. Provide students with career services and job seeking support

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 2.2.1: Did you participate in a Knowlton Career Day or use Career Resources?	% Students Selecting Agree + and/or Satisfied +	80%+	75.0%	30.8%	40%	23.8%	23.8%	37.5%		
Metric 2.2.2: Did the BSCRP provide career and graduate school advising?	% Students Selecting Agree + and/or Satisfied +	70%	69.9%	72.7%	77.3%	61.3%	86.7%	84.6%		
Metric 2.2.3: Student satisfaction with opportunities for career guidance and mentorship	% agree or strongly agree	75%+	76.2%	72.7%	50%	50%	50%	77.8%		
Metric 2.2.4 Number of students that satisfied with how well the program prepared them for their current employment or activities.	% Students Selecting Agree + and/or Satisfied +	70%	N/A	N/A	77.3%	61.3%	66.7%	84.6%		

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 2.2.5: Number of students that satisfied with the continuing professional education efforts of the program	% Students Selecting Agree + and/or Satisfied +	50%	N/A	N/A	41.0%	29.0%	26.7%	38.5%		
Metric 2.2.6: Number of students that satisfied with overall experience in the BSCRP program.	% Students Selecting Agree + and/or Satisfied +	75%	81.0%	85.0%	77.0%	61.2%	66.7%	100%		
Goal 3. Proactively recruit students to the BSCRP to achieve sustainable cohort size and a diverse and inclusive community										
Goal 3.1. Develop a culture of inclusion that prioritizes attracting and supporting diverse students										
Metric 3.1.1: What is the retention rate of first year students	%	85%+	85.4%	93.6%	86.7%	87.5%	88.9%	80.4%		
Metric 3.1.2 What percentage of our first-year students are underrepresented minorities	%	20%+ (aligned w/ Ohio state demographics)	5.4%	13.1%	21.4%	27.2%	22.2%	10%		
Goal 3.2. Offer OSU General Education courses that introduce undergraduate students to urban planning with an intentionally inclusive curriculum										
Metric 3.2.1: Enrollment numbers for GE Course CRPLAN 3500 the Socially Just City	# of students	35/semester	38 and 39	39 and 48	42 and 47	46 and 46	39 and 38	43 and 40		
Metric 3.2.2: Enrollment numbers for course: CRPLAN 4597	# of students	25+/semester	21 and 55	28 and 32	23 and 39	19 and 48	36 and 28	22 and 0		
Goal 4. Systematically evaluate student work to assess BSCRP program performance										
Goal 4.1. Students achieve professional goals based on their planning knowledge, skills and abilities										
Metric 4.1.1: Percentage of alumni who take AICP test who pass within 7 years of graduating	%	50%	n/a	100%	100%	79.3%	85.7%	n/a*		
Metric 4.1.2: employment rate for students actively looking for employment	% of students	50% of graduating students	50%	56%	0%	100%	100%	87.5%		

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 4.1.3: Alumni employment rate within 12 months of graduation	%	75%	22.0%	78.6%	77%	69.6%	34.7%	50%		

Goal 4.2. Graduating BSCRP student work demonstrates planning competencies

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 4.2.1: Assessment of portfolios: Seniors of portfolios must take complete a final portfolio as a requirement of graduation. The Undergraduate Committee assesses these portfolios using a three-level scale of Excellent, Acceptable, and Needs Improvement	2a. Minimum criteria: 85% of graduating seniors earning acceptable or above on their senior portfolio. 2b. Criteria for excellence: 30% of graduating seniors earning excellent upon second review	100% Acceptable	100% of 35 portfolios acceptable on first review	100% of 34 portfolios acceptable on first review	100% of 39 portfolios acceptable on first review	64% of 36 portfolios acceptable on first review	71% of 48 portfolios acceptable on first review	56% of 32 portfolios acceptable on first review		
Metric 4.2.2: Studio Capstone Assessment: All students are required to complete two capstone studios (CRPLAN 4900 and 4910) one in each of their junior and senior years. Performance in these two studios is indicative of the ability of students to apply, integrate, and synthesize the methods, history, and theory	1a. Minimum criteria: 85% of students achieve a minimum grade of "C" in these courses. 1b. Criteria for excellence: 75% of students achieve a minimum grade of "B" in these courses	75%	44 students rated	21 students rated	39 students rated	35 students rated	Excellent, 39 students rated	Excellent 46 students rated		
Metric 4.2.3: Do you feel that the City and Regional Planning program has prepared you to enter the work force?	% Students Selecting Agree + and/or Satisfied +	75%	68.75%	82%	14.28%	50%	50%	77.8%		
Metric 4.2.4: Did the BSCRP program adequately prepare you to enter practice based on my studios and other applied coursework?	% Students Selecting Agree + and/or Satisfied +	75%	46.00%	35%	73%	73%	87.5%	92.3%		

Goals & Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
Metric 4.2.5: Grade review of core courses in innovation (CRPLAN 2110), environmental resilience (CRPLAN 3000), urban economics (CRPLAN 3100), place making (3200), planning for and with people (CRPLAN 3300) which teach and integrate history, theory, and interdisciplinary ideas into our methods curriculum	students achieve a minimum grade of "B" in these courses	Minimum Criteria: 85% of all students achieve a minimum grade of "C" in these core courses. Criteria for Excellence: 75% of students a minimum grade of "B" in these core courses	CRP 2110 91% minimum C CRP 3000 80% minimum B CRP 3000 100% minimum C 89% minimum B CRP 3100 61% minimum C 50% minimum B CRP 3200 100% minimum C 91% minimum B CRP 3300 100% minimum C 90% minimum B	CRP 2110 C(99%), B(95%) CRP 3000 C(98%), B(88%) CRP 3100 C(90%), B(60%) CRP 3200 C(98%), B(93%) CRP 3300 C(100%), B(78%)	CRP 2110 C(99%), B(94%) CRP 3000 C(100%), B(94%) CRP 3100 C(97%), B(72%) CRP 3200 C(83%), B(64%) CRP 3300 C(100%), B(92%)	CRP 2110 (AU 2019) 94% B, 98% C CRP 2110 (SP 2020) 93% B, 95% C, 21% PASS CRP 3000 (SP 2020) 97% B, 97% C, 16% PASS CRP 3100 (AU 2019) 71% B, 95% C CRP 3200 (AU 2019) 95% B, 100% C CRP 3300 (SP 2020) 97% B, 100% C, 15% PASS	CRP 2110 C(88%), B(85%) CRP 3000 C(98%), B(91%) CRP 3100 C(79%), B(70%) CRP 3200 C(86%), B(84%) CRP 3300 C(100%), B(98%)	CRP 2110 C(99%), B(98%) CRP 3000 C(92%), B(87%) CRP 3100 C(86%), B (68%) CRP 3200 C(97%), B(95%) CRP 3300 C(97%), B(90%)		
Goal 4.3. Select high-quality student work as exemplars through profiles, recognition, and awards										
Metric 4.3.1: Number of student projects/work nominated for awards	number of students	20	n/a	n/a	1	50	22	23		
Metric 4.3.2: Frequency of student projects profiled by Knowlton Media on social media	# of social media posts	once a month	n/a	n/a	1	3	12	3		

* AICP changed their reporting system, and we have no update on the last year (graduating class of 2015)

Conclusion

The goals and strategies outlined in this strategic plan are intended to support CRP's BSCRP, MCRP, as well as PhD programs as these programs continue to provide the highest quality, evidence-based education to future generations of planners—planners who will be innovative, creative, and committed to diversity, inclusion, equity, and justice with the ability and enthusiasm to work with their constituents to achieve transformative changes in the world we live in.

City and Regional Planning
Strategic Plan
2023–28

Knowlton —— School

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