

Bachelor of Science in City and Regional Planning

Strategic Plan 2024–2029

Knowlton — School



THE OHIO STATE
UNIVERSITY



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Letter from the Chair of the Bachelor of Science in City and Regional Planning Program

Cities and regions are constantly changing, in ways both small and large. At the same time, specific buildings, places, or neighborhoods can be preserved, stabilized, or even become obdurate. Imagining, designing, developing, implementing, and evaluating intentional interventions in spaces and places, typically mediated through a complex web of institutions, are at the heart of the field of planning.

In order to prepare students for this dynamic environment, Ohio State offers an accredited Bachelor's of Science in City and Regional Planning (BSCRCP) and a minor in the same field. Started in 2009, the BSCRCP program has rapidly become an important part of the Knowlton School, typically graduating close to 40 students per year and with 110 students currently enrolled. The Minor in City and Regional Planning provides interested students with the opportunity to explore the field in a systematic fashion and has more than 300 graduates.

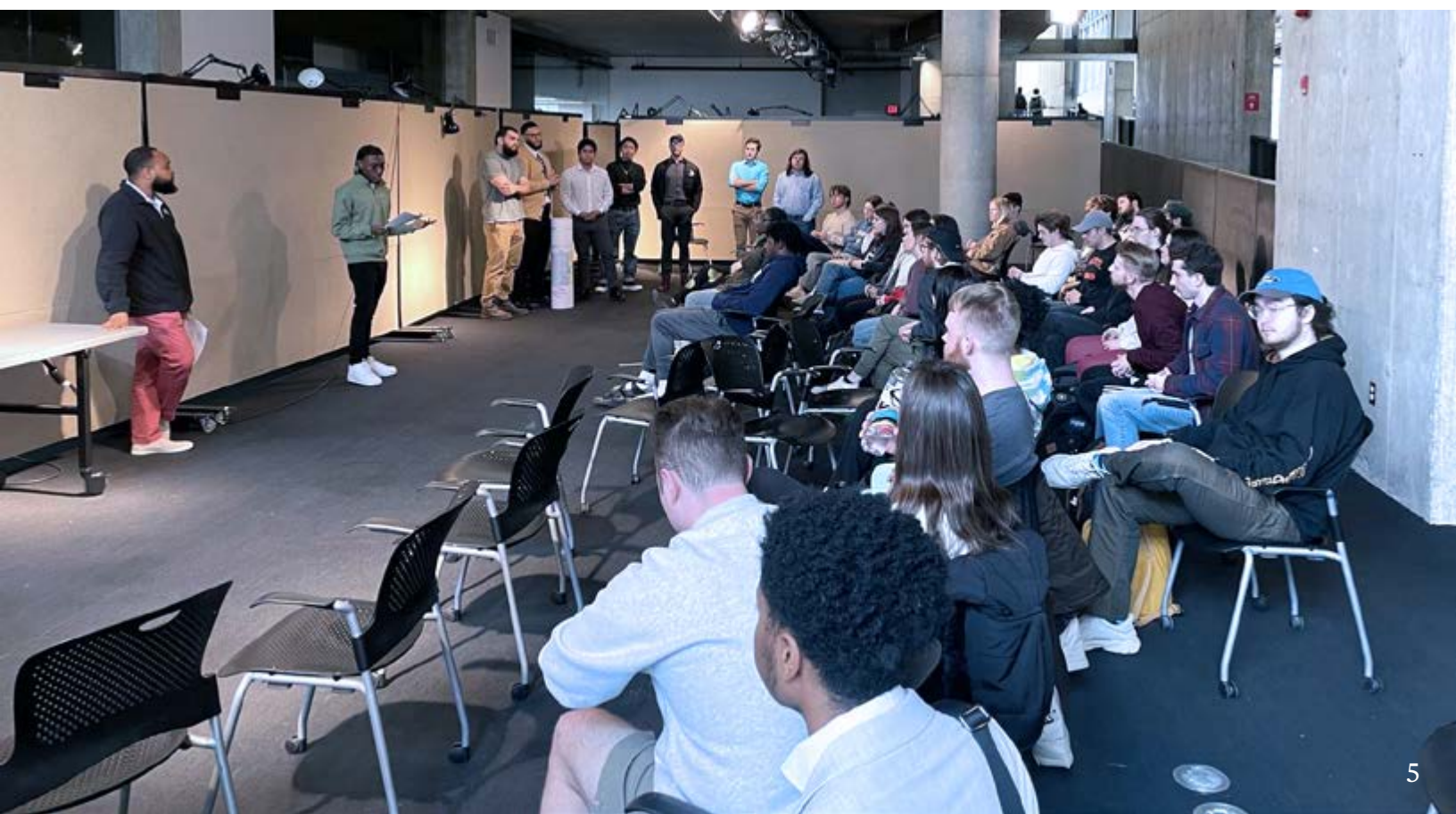
Since its creation, the BSCRCP has added a planning-specific honors program, the opportunity for students to pursue a "Global Option," and undergone a curricular revision in 2019, to name a few distinct elements of the program's evolution. This plan outlines our vision for the next five years of undergraduate edu-



cation in City and Regional Planning at Ohio State, during which we intend to build on the existing components and initiate new opportunities.

The overarching goal of this strategic plan is to continually enhance the core elements of the BSCRIP program, related to instruction, assessment, and enrollment. As a result of faculty and staff turnover and the irregularities related to COVID-19, some of the opportunities related to undergraduate education in City and Regional Planning require updating and revitalizing. Several of the immediate goals and action items in this strategic plan therefore focus on efforts like the combined BS/MCRP, the Global Option, and the honors research distinction. Finally, we intend to use next 5 years to explore new additions to undergraduate education related to City and Regional Planning at Ohio State, whether that be in the form of new courses, certificates, or minors.

The students, graduates, faculty, staff and employers that are the heart of the City and Regional Planning community at Ohio State generally share a passion for cities and regions, and their history, present and future. This plan outlines the ways in which undergraduate education can enliven, deepen and grow that commitment.



Bachelor of Science in City and Regional Planning

Strategic Vision

The Bachelor of Science in City and Regional Planning Strategic Vision

Vision

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

Mission

The mission of the Bachelor of Science in City and Regional Planning program is to use planning knowledge, methods, and theory in practical settings to train undergraduate students to become professional planners and planning researchers by maintaining excellence in teaching.

CRP Core Values

The BSCR Program is guided by the City and Regional Planning Section's core values. These reflect the University's five values with 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 strategic initiatives and tasks. These five fundamentals will enable CRP to maximize our opportunities to generate high-impact innovation, discovery, education, and solutions.

To learn more about these values, please see pages 10 & 11 of the [CRP Strategic Plan](#).

Institutional Context

The BSCR Program's mission and vision is informed by the broader institutional context of the University, College, School, and CRP Section's related strategic planning efforts at the time. For a fuller picture of these efforts, please see the [Ohio State University's Strategic Plan](#), the [College of Engineering's Strategic Plan](#), the [Knowlton School's Strategic Plan](#), and the [CRP Strategic Plan](#). These plans provided a foundational direction for the contents of the BSCR Strategic Plan.

The CRP section at OSU is one of only eleven schools with both accredited undergraduate and masters programs, and of those eleven only five offer a PhD program. Being in a research-intensive university and having a robust PhD program allows for ample research opportunities for BSCR students. Undergraduates have the chance to directly engage in research and interact with graduate students both in and outside of class. Additionally, being situated in the College of Engineering further stimulates research opportunities. Along with this, the new accelerated 3+2 degree path allows students go get both their BSCR and MCRP in 5-years. These synergies align for a myriad of research possibilities for BSCR students.



Planning Accreditation Board Standards

The BSCR Program was created in 2009 and is accredited by the Planning Accreditation Board. We are committed to providing a high-quality education that reflects the needs of the profession and supports the supply of well-prepared planners entering the field. In order to meet accreditation, the program has met or exceeded the following curriculum guidelines.

Guiding Values: The Program shall address in its strategic plan its commitment to fundamental ethical and normative principles and ensure that these principles are embedded in a range of required courses, specifically:

- Equity, Diversity, Social Justice, and Inclusion: key issues of equity, diversity, and social justice, including planners' role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through critical examination of past and current systems; and promoting racial and economic equity.
- Sustainability, Resilience, and Climate Justice: environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.
- Professional Ethics and Responsibility: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning).

Required Knowledge and Skills of the Profession: The Program shall offer a curriculum that teaches students the essential knowledge and skills central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in courses required of all students, although other approaches are possible. Programs are encouraged

to keep their curriculum in tune with emerging trends in the profession and engaged with contemporary issues. Specifically:

- General Planning Knowledge in Global Context: The comprehension, representation, and use of ideas and information in the planning field, in the U.S. (or Canada) and internationally including appropriate perspectives from history, social sciences, design, and other allied fields.
 - **Planning History and Theory**: The evolution and current practice of planning in communities, cities, regions, and nations; how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion; expectations about planning outcomes in different local and national contexts; conceptual models about what planning is and how it works; past and present conceptions of the future, including the relationship between planning and the future; the role of planning in responding to the global climate crisis.
 - **Planning Law and Institutions**: Behaviors and structures available to bring about sound planning outcomes; mechanisms and practices for ensuring equitable and inclusive decision-making; legal and institutional contexts within which planning occurs in the U.S. and/or internationally.
 - **Urban and Regional Development**: Political, economic, social, and environmental explanations of and insights on historical, present, and future development; relationships between the built and natural environments and individual and community health and well-being; planning responses to mitigate climate change, reduce risks, and recover from climate-exacerbated impacts; interactions – flows of people, materials, ideas, and cultures – across world regions.
- Skills and Tools for Planning Practice: The use and application of knowledge to perform tasks required in the practice of planning.
 - **Planning Process and Engagement**: Planning process and community and stakeholder engagement; plan creation and

implementation; methods of design and intervention to understand and influence the future.

- **Analytical Skills and Tools:** Research and critical analysis skills for preparing and conducting research; quantitative and qualitative methods of data collection, analysis, and forecasting; methods of geo-spatial analysis, mapping and data visualization; data analytics and urban technology.
- **Professional, Communication, and Leadership Skills:** Ability to work in teams and with professionals in allied fields; professional leadership in the planning context; written, oral, and graphic communication.

Electives: Beyond the required courses in the curriculum, Programs shall offer additional courses to provide both greater depth and breadth of material. The curriculum shall contain elective opportunities for students to gain exposure to a range of planning domains, other professions, and emerging trends and issues. Programs have the option of grouping elective courses together to create areas of specialization that provide students with a concentrated mastery of a specific planning domain.



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

The BSCRIP is guided by the goals, metrics, benchmarks, and action items outlined in the 2023–2028 CRP Strategic Plan. Changes were made to reflect the status of the program at the time of writing, and they encompass the changes in the program since the CRP Strategic Plan was enacted.

BSCRIP Goals

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

BSCRIP Goal 2. Offer a comprehensive set of careers services, in conjunction with the College of Engineering services, that prepares students for careers in planning and cognate fields.

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

BSCRIP Goal 4. Systematically evaluate student work to enhance BSCRIP program performance.



BSCRCP Goals in Detail & Action Items

We further specify each BSCRCP Goal as follows:

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

The experiential, interdisciplinary, and global focus of the program are crucial to providing a professional undergraduate planning degree. In order to increase our global focus, we recommend revitalizing and promoting the Knowlton Global Option (GO-KNOW) program to leverage our recent faculty hires working in the space of international and global planning. The planning profession is interdisciplinary in nature and requires planners who can work across disciplines. To prepare undergraduates for this professional requirement, we will leverage our position in the Knowlton School by encouraging students to participate in the interdisciplinary opportunities provided by our peer sections in Architecture and Landscape Architecture. We will continue the program's ongoing connection to professional practice by inviting employers to join end-of-semester studio review and renew the end-of-academic year CRP Open House as a means of institutionalizing alumni/ employer engagement. Finally, in order to take advantage of our location within a research-intensive section with a vibrant PhD program, we will introduce students to planning research and create opportunities for them to directly engage in research.

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.

- Action Item 1.A: Increase engagement with relevant employers to facilitate connections between the curriculum and dynamics within the profession.
- Action Item 1.B: Assess the students' integration of the learning objectives every year by reviewing the final studio products in the Undergraduate Committee.
- Action Item 1.C: Take advantage of the KNOW course number to encourage interdisciplinary learning and exchange.
- Action Item 1.D: Work with faculty and advising to promote the Global Option offering.
- Action Item 1.E: Introduce students to planning research to enhance the honors BSCRCP option and expose all interested students to planning research.

BSCRCP Goal 2: Offer a comprehensive set of careers services, in conjunction with the College of Engineering services, that prepares students for careers in planning and cognate fields.

The BSCRCP program aims to provide students with the professional development and career services needed to pursue a diverse set of careers in urban planning and related fields in the public, private, and non-profit sectors. The program has two strategic pursuits in this regard. First, we will offer a set of professional development activities that are discipline-specific. Second, we will work closely with the College of Engineering Career Services to provide students with guidance and opportunities to connect to employers and empower them to achieve their employment goals.

Goal 2.1. Provide students with professional development instruction and support that connects them to alumni, career services, and job seeking support at the college and at Knowlton School.

Goal 2.2. Utilize Career Services offered by the College of Engineering to enable students to achieve their employment goals.

- Action Item 2.A: Increase participation in the Knowlton mentorship program so more students can learn about discipline-specific urban planning careers and their requirements by utilizing our extensive alumni network.
- Action Item 2.B: Encourage students to utilize the section's extensive network of employers to pursue an urban-planning specific internships.
- Action Item 2.C: Continually integrate connections to the College of Engineering Career Services (ECS) by the advising staff and faculty across both curricular and extracurricular activities by requiring students to register with Handshake during their entry into the program and encouraging them to utilize ECS, especially during their senior year and in the planning professional development course.

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

Students entering college may not be aware of city and regional planning as a career path, so thoughtful recruitment into the undergraduate degree program is important and is closely tied to outreach about the degree program and communication about what a career would entail. Additionally, we strive for a diverse community that reflects the demographic characteristics of the State of Ohio, particularly as those relate to underrepresented minorities. Recommended recruitment actions include offering more GEs on diverse topics at the 2000-level to attract more students who are undecided or may be interested in changing majors. We will consider additional degree options, such as minors and certificates, that could be attractive to students in other majors. Also, aligning and connecting the undergraduate program to the master's program with the 3+2 path will increase the perceived return on investment to students of a shorter combined degree program (pursued in collaboration with the Graduate Committee).

Finally, we will collaborate with the Knowlton media team to strategically share section highlights about our students, faculty, and alumni in order to demonstrate the successes and real-world relevancy of our program and of a career path in city and regional planning.

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.

Goal 3.3. Select high-quality student work as exemplars through profiles, recognition, and awards.

Action Item 3.A: Offer 4-5 regular General Education courses at the undergraduate level to ensure that students can find multiple paths to the BSCRIP major.

- Action Item 3.B: Stabilize and maintain BSCRIP enrollment levels at between 120 and 150 majors.
- Action Item 3.C: Determine the feasibility of adding minors or certificate options.
- Action Item 3.D: Collaborate with Knowlton Media to suggest student, faculty, and alumni achievements and projects to highlight.

BSCRIP Goal 4: Systematically evaluate student work to enhance BSCRIP program performance.

A systematic approach to evaluating student work is essential to maintain high-quality products and is a valuable tool for reflecting on the program's curriculum. To ensure this quality and to create a more uniform evaluation process, the Undergraduate Committee will review studio products at the end of the academic year based on the Planning Accreditation Board's "Guiding Values." Additionally, external planning practitioners will join the faculty in reviewing

studio products. Overall, this annual studio product review will help us understand the scope of topics and project opportunities, and to continually improve how and what we teach, keeping our curriculum relevant and valuable. We will also revise the CRP 4950 portfolio to enhance our understanding of the students' ability to reflect on the learning outcomes across the curriculum.

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

Goal 4.2: Graduating BSCRП student work demonstrates planning competencies.

- Action Item 4.A: Edit the portfolio review criteria/process to join students career goals with the skills and knowledge acquired both within and outside the BSCRП program.
- Action Item 4.B: Create a rubric for studio product assessment.
- Action Item 4.C: Invite external reviewers to studio product reviews.



Implementation Matrix

Metrics	Measurement	Benchmark	Action Items
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			
Metric 1.1.1 Did the BSCR Curriculum prepare you with tools and methods to understand and plan for cities and regions?	% Students Selecting Agree + and/or Satisfied +	75%+	Action Item 1.A: Increase engagement with relevant employers to facilitate connections between the curriculum and dynamics within the profession.
Metric 1.1.2 Did the BSCR program adequately prepare you to collaborate with clients and the public?	% Students Selecting Agree + and/or Satisfied +	75%+	
Metric 1.1.3 Did the BSCR program adequately prepare you to use the latest information technology to analyze and solve planning problems?	% Students Selecting Agree + and/or Satisfied +	75%+	Action Item 1.E: Introduce students to planning research to enhance the honors BSCR option and expose all interested students to planning research.
Metric 1.1.4 Did the BSCR program adequately prepare you to thrive in a professional planning office setting and work on interdisciplinary project teams?	% Students Selecting Agree + and/or Satisfied +	75%+	
Metric 1.1.5 Did the BSCR 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%+	
Metric 1.1.6 Did the BSCR Curriculum prepare you w/ planning and policy analysis of laws and land use?	% Students Selecting Agree + and/or Satisfied +	75%+	
Metric 1.1.7 Did the BSCR program adequately prepare you w/ pragmatic policies/laws to influence city and regional form and use?	% Students Selecting Agree + and/or Satisfied +	75%+	
Metric 1.1.8 Did the BSCR Curriculum prepare you for your professional goals?	% Students Selecting Agree + and/or Satisfied +	75%+	Action Item 1.B: Assess the students' integration of the learning objectives every year by reviewing the final studio products in the Undergraduate Committee.
Metric 1.1.9 Did the BSCR Curriculum prepare you for your professional goals?	% Students Selecting Agree + and/or Satisfied +	75%+	
Goal 1.2. Deliver a professional planning undergraduate degree program with interdisciplinary breadth			
Metric 1.2.1: Number of BSCR majors enrolled in double majors.	# of students	10% BSCRPs w/ double major	
Metric 1.2.2 Number of BSCR majors enrolled in a minor.	# of students	20% BSCR w/ a minor field	

Metric 1.2.3 Number of BSCRCP majors enrolled in dual degrees.	# of students		
Metric 1.2.4 Number of undergraduate CRP minors.	# of students	50+ CRP minors	
Metric 1.2.5: Did the BSCRCP Curriculum provide you with an interdisciplinary experience?	% Students Selecting Agree + and/or Satisfied +	75%+	Action Item 1.C: Take advantage of the KNOW course number to encourage interdisciplinary learning and exchange.
Metric 1.2.6: Did the BSCRCP program adequately prepare you to understand the interdisciplinary nature of planning?	% Students Selecting Agree + and/or Satisfied +	75%+	
Metric 1.2.7: Number of BSCRCP majors took electives outside of the Knowlton School.	# of students		
Goal 1.3. Deliver a professional undergraduate degree program with an international and comparative curriculum and study abroad opportunities			
Metric 1.3.1. Students participating in the Global Option?	# of students who graduated with this distinction	20%	Action Item 1.D: Work with faculty and advising to promote the Global Option offering.
Metric 1.3.2 Number of CRP Section education abroad opportunities for students	# of study abroad or international studio opportunities	3	
Metric 1.3.3 Education abroad participation	% of students	20%	
Goal 1.4. Deliver a professional undergraduate planning degree program with opportunities for experiential and community engaged learning			
Metric 1.4.1: Did the BSCRCP Curriculum prepare you to advocate for or with a group in the community?	% Yes	75%+	
Metric 1.4.2: Did the BSCRCP program adequately prepare you to advocate for or with a group in the community?	% Students Selecting Agree + and/or Satisfied +	75%	
Metric 1.4.3: Did the BSCRCP Curriculum prepare you with cultural competencies?	% Students Selecting Agree + and/or Satisfied +	75%+	
Metric 1.4.4: Did the BSCRCP program adequately prepare you to have cultural competencies in engaging in practice?	% Students Selecting Agree + and/or Satisfied +	75%	
Metric 1.4.5: Did the BSCRCP Curriculum provide experiential learning opportunities?	% somewhat satisfied or very satisfied	75%+	
Metric 1.4.6: Did the BSCRCP program adequately prepare you to enter professional practice with a portfolio of real-world experiences?	% Students Selecting Agree + and/or Satisfied +	70%	
Metric 1.4.7: Number of courses with service-learning designations	# of courses		

Metric 1.4.8: Number of students enrolled in courses with service-learning designations	# of students enrolled		
Goal 2. Offer a comprehensive set of career services, in conjunction with the College of Engineering services, that prepares students for careers in planning and cognate fields			
Goal 2.1. Provide BSCRП students with internship opportunities in planning.			
Metric 2.1.1: Did you participate in an internship?	% of students saying yes	75%+	
Metric 2.1.2: Did you participate in an internship while in the BSCRП?	% of students saying yes	75%+	Action Item 2.B: Encourage students to utilize the section's extensive network of employers to pursue an urban-planning specific internship.
Metric 2.1.3: Number of sponsoring agencies for participating in internship program.	# of different employers participating	20	
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%+	
Metric 2.1.5: Number of Easton Fellows from the BSCRП.	# of participating students		
Goal 2.2. Provide students with professional development instruction and support that connects them to alumni mentors, career services, and job seeking support available at the university, college, and Knowlton School.			
Metric 2.2.1: Did you participate in a College of Engineering sponsored career fair?	% of students saying yes	80 %+	
Metric 2.2.2: Number of students registered with the College of Engineering Career Services	% of students registered	70%	Action Item 2.C: Continually integrate connections to the College of Engineering Career Services (ECS) by the advising staff and faculty across both curricular and extracurricular activities by requiring students to register with Handshake during their entry into the program and encouraging them to utilize ECS, especially during their senior year and in the planning professional development course.
Metric 2.2.3: Number of students that applied for an internship through the College of Engineering Career Services platform, Handshake	% of students registered		
Metric 2.2.4: Number of students participating in the Knowlton School's mentorship program	% of students participating		Action Item 2.A: Increase participation in the Knowlton mentorship program so more students can learn about discipline-specific urban planning careers and their requirements by utilizing our extensive alumni network.
Metric 2.2.5 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%	

Metric 2.2.6: Number of students that satisfied with the continuing professional education efforts of the program	% Students Selecting Agree + and/or Satisfied +	50%	
Goal 3. Proactively recruit students to the BSCRCP 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	% retention rate	85%+	Action Item 3.B: Stabilize and maintain BSCRCP enrollment levels at between 120 and 150 majors.
Metric 3.1.2 What percentage of our first-year students are under-represented minorities	% of first-year students	23%+ (aligned w/ Ohio state demographics)	
Metric 3.1.3 What percentage of our graduating students are under-represented minorities	% of graduating students	23%+ (aligned w/ Ohio state demographics)	
Metric 3.1.4: Enrollment numbers of students new to the degree program and minor	# of students		
Metric 3.1.5: Ratio of all faculty to all students enrolled in the degree program	Ratio		
Metric 3.1.6: Ratio of all faculty to all students enrolled in the minor	Ratio		Action Item 3.C: Determine the feasibility of adding minors or certificate options.
Metric 3.1.7: Ratio of all faculty to all students enrolled in the degree and minor	Ratio		
Metric 3.1.8: Number of students that satisfied with overall experience in the BSCRCP program.	% Students Selecting Agree + and/or Satisfied +	75%	
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	Action Item 3.A: Offer 4-5 regular General Education courses at the undergraduate level to ensure that students can find multiple paths to the BSCRCP major.
Metric 3.2.2: Enrollment numbers for course CRPLAN 4597 The Global Environment in Planning	# of students	25+/semester	
Metric 3.2.3: Enrollment numbers for the course CRPLAN 3510 Crime, Safety and the Urban Environment	# of students		

Goal 3.3. Select high-quality student work as exemplars through profiles, recognition, and awards			
Metric 3.3.1: Number of student projects/work nominated for awards	number of students	20	
Metric 3.3.2: Frequency of student projects profiled by Knowlton Media on social media	# of social media posts	once a month	Action Item 3.D: Collaborate with Knowlton Media to suggest student, faculty, and alumni achievements and projects to highlight.
Goal 4. Systematically evaluate student work to enhance BSCRCP 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 become AICP candidates, and therefore pass the AICP exam, within three years of graduation	% of alumni	50%	
Metric 4.1.2: Percentage of alumni who take the practice-first AICP route and pass the exam within seven years of graduation	% of alumni		
Metric 4.1.3: Employment rate for students actively looking for employment	% of students	50% of graduating students	
Metric 4.1.4: Alumni employment rate within 12 months of graduation	% of alumni	75%	
Goal 4.2. Graduating BSCRCP student work demonstrates planning competencies			
Metric 4.2.1: Assessment of portfolios: Seniors 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	1a. Minimum criteria: 85% of graduating seniors earning acceptable or above on their senior portfolio. 1b. Criteria for excellence: 30% of graduating seniors earning excellent upon second review	100% Acceptable	Action Item 4.A: Edit the portfolio review criteria/process to join students career goals with the skills and knowledge acquired both within and outside the BSCRCP program.
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	2a. Minimum criteria: 85% of students achieve a minimum grade of "C" in these courses. 2b. Criteria for excellence: 75% of students achieve a minimum grade of "B" in these courses	75%	Action Item 4.B: Create a rubric for studio product assessment.
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%	
Metric 4.2.4: Did the BSCRCP program adequately prepare you to enter practice based on my studios and other applied coursework?	% Students Selecting Agree + and/or Satisfied +	75%	
Metric 4.2.5: Studio Product Assessment. An Annual studio product assessment by the undergraduate committee.	5a. Minimum criteria: 100% of studio products earning a "meet expectations" or above. 5b. Criteria for excellence: 30% of studio products earning an "exceeds expectations."	100% meet expectations	Action Item 4.C: Invite external reviewers to studio product reviews.

Benchmark Table

Metrics	Measurement	Benchmark	2017	2018	2019	2020	2021	2022	2023 Goal	Action Items
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										
Metric 1.1.1 Did the BSCRCP Curriculum 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%		Action Item 1.A: Increase engagement with relevant employers to facilitate connections between the curriculum and dynamics within the profession.
Metric 1.1.2 Did the BSCRCP program adequately prepare you to collaborate with clients and the public?	% Students Selecting Agree + and/or Satisfied +	75%+	87.0%	82.4%	95.5%	83.9%	100%	84.6%		
Metric 1.1.3 Did the BSCRCP 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%		Action Item 1.E: Introduce students to planning research to enhance the honors BSCRCP option and expose all interested students to planning research.
Metric 1.1.4 Did the BSCRCP program adequately prepare you to thrive in a professional planning office setting and work on interdisciplinary project teams?	% Students Selecting Agree + and/or Satisfied +	75%+	54.0%	47.1%	72.7%	54.8%	68.8%	61.5%		
Metric 1.1.5 Did the BSCRCP 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%		
Metric 1.1.6 Did the BSCRCP 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 1.1.7 Did the BSCRCP 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 1.1.8 Did the BSCRCP Curriculum prepare you for your professional goals?	% Students Selecting Agree + and/or Satisfied +	75%+	66.6%	81.82%	14.3%	33.3%	33.3%	84.6%		Action Item 1.B: Assess the students' integration of the learning objectives every year by reviewing the final studio products in the Undergraduate Committee.
Metric 1.1.9 Did the BSCRCP 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										
Metric 1.2.1: Number of BSCRCP majors enrolled in double majors.	# of students	10% BSCRPs w/ double major	1 double major	7 double majors	8 double majors	7 double majors	6 double majors	5 double majors		
Metric 1.2.2 Number of BSCRCP majors enrolled in a minor.	# of students	20% BSCRCP w/ a minor field					37	42		
Metric 1.2.3 Number of BSCRCP majors enrolled in dual degrees.	# of students									
Metric 1.2.4 Number of undergraduate CRP minors.	# of students	50+ CRP Minors	84 minors	76 minors	66 minors	63 minors				
Metric 1.2.5: Did the BSCRCP 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%		Action Item 1.C: Take advantage of the KNOW course number to encourage interdisciplinary learning and exchange.
Metric 1.2.6: Did the BSCRCP 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 1.2.7: Number of BSCRCP majors took electives outside of the Knowlton School.	# of students									
Goal 1.3. Deliver a professional undergraduate degree program with an international and comparative curriculum and study abroad opportunities										
Metric 1.3.1. Students participating in the Global Option?	# of students who graduated with this distinction	20%	11	1	1	2	2	1		Action Item 1.D: Work with faculty and advising to promote the Global Option offering.
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 BSCRCP Curriculum prepare you to advocate for or with a group in the community?	% Yes	75%+	93.8%	100%	50.0%	100%	100%	100%		
Metric 1.4.2: Did the BSCRCP program adequately prepare you to advocate for 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 1.4.3: Did the BSCRCP 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 1.4.4: Did the BSCRCP 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 1.4.5: Did the BSCRCP Curriculum provide experiential learning opportunities?	% Students Selecting Agree + and/or Satisfied +	75%+	56.2%	90.9%	50%	80%	80%	77.8%		
Metric 1.4.6: Did the BSCRCP 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%		
Metric 1.4.7: Number of courses with service learning designations	# of courses		N/A	N/A	N/A	N/A	N/A	N/A		
Metric 1.4.8: Number of students enrolled in courses with service learning designations	# of students enrolled		N/A	N/A	N/A	N/A	N/A	N/A		
Goal 2. Offer a comprehensive set of career services, in conjunction with the College of Engineering services, that prepares students for careers in planning and cognate fields										
Goal 2.1. Provide BSCRCP students with internship opportunities in planning.										
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 2.1.2: Did you participate in an internship while in the BSCRCP?	% of students saying yes	75%+	85.7%	85%	72.7%	45.1%	73.3%	100%		Action Item 2.B: Encourage students to utilize the section's extensive network of employers to pursue an urban-planning specific internship.

Metric 2.1.3: Number of sponsoring agencies for participating in internship program.	# of different employers participating	20	15	7	7	26	9	11		
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%+	15	7	7	26	9	11		
Metric 2.1.5: Number of Easton Fellows from the BSCR.P.	# of participating students		N/A	N/A	N/A	N/A	N/A	N/A		
Goal 2.2. Provide students with professional development instruction and support that connects them to alumni mentors, career services, and job seeking support available at the university, college, and Knowlton School.										
Metric 2.2.1: Did you participate in a College of Engineering sponsored career fair?	% of students saying yes		N/A	N/A	N/A	N/A	N/A	N/A		
Metric 2.2.2: Number of students registered with the College of Engineering Career Services	% of students registered		N/A	N/A	N/A	N/A	N/A	N/A		Action Item 2.C:Continually integrate connections to the College of Engineering Career Services (ECS) by the advising staff and faculty across both curricular and extra-curricular activities by requiring students to register with Handshake during their entry into the program and encouraging them to utilize ECS, especially during their senior year and in the planning professional development course.
Metric 2.2.3: Number of students that applied for an internship through the College of Engineering Career Services platform, Handshake	% of students registered		N/A	N/A	N/A	N/A	N/A	N/A		

Metric 2.2.4: Number of students participating in the Knowlton School's mentorship program	% of students participating		N/A	N/A	N/A	N/A	N/A	N/A	N/A	Action Item 2.A: Increase participation in the Knowlton mentorship program so more students can learn about discipline-specific urban planning careers and their requirements by utilizing our extensive alumni network.
Metric 2.2.5 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	N/A	N/A	N/A	N/A	N/A	
Metric 2.2.6: 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	N/A	N/A	N/A	N/A	N/A	
Goal 3. Proactively recruit students to the BSCRCP 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	% retention rate	85%+	85.4%	93.6%	86.7%	87.5%	88.9%	80.4%		Action Item 3.B: and maintain BSCRCP enrollment levels at between 120 and 150 majors.
Metric 3.1.2 What percentage of our first-year students are underrepresented minorities	% of first-year students	23%+ (aligned w/ Ohio state demographics)	5.4%	13.1%	21.4%	27.2%	22.2%	10%		
Metric 3.1.3 What percentage of our graduating students are underrepresented minorities	% of graduating students	23%+ (aligned w/ Ohio state demographics)	N/A	N/A	N/A	N/A	N/A	N/A		
Metric 3.1.4: Enrollment numbers of students new to the degree program and minor	# of students		N/A	N/A	N/A	N/A	N/A	N/A		
Metric 3.1.5: Ratio of all faculty to all students enrolled in the degree program	Ratio		N/A	N/A	N/A	N/A	N/A	N/A		
Metric 3.1.6: Ratio of all faculty to all students enrolled in the minor	Ratio		N/A	N/A	N/A	N/A	N/A	N/A		Action Item 3.C: Determine the feasibility of adding minors or certificate options.

Metric 3.1.7: Ratio of all faculty to all students enrolled in the degree and minor	Ratio		N/A	N/A	N/A	N/A	N/A	N/A		
Metric 3.1.8: Number of students that satisfied with overall experience in the BSCR program.	% Students Selecting Agree + and/or Satisfied +	75%	81.0%	85.0%	77.0%	61.2%	66.7%	100%		
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		Action Item 3.A: Offer 4-5 regular General Education courses at the undergraduate level to ensure that students can find multiple paths to the BSCR major.
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		
Metric 3.2.3: Enrollment numbers for the course CRPLAN 3510 Crime, Safety and the Urban Environment	# of students		N/A	N/A	N/A	N/A	N/A	N/A		
Goal 3.3. Select high-quality student work as exemplars through profiles, recognition, and awards										
Metric 3.3.1: Number of student projects/work nominated for awards	number of students	20	N/A	N/A	1	50	22	23		
Metric 3.3.2: 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		Action Item 3.D: Collaborate with Knowlton Media to suggest student, faculty, and alumni achievements and projects to highlight.
Goal 4. Systematically evaluate student work to enhance BSCR 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 become AICP candidates, and therefore pass the AICP exam, within 3 years of graduation	% of alumni	50%								
Metric 4.1.2: Percentage of alumni who take the practice-first AICP route and pass the exam within seven years of graduation	% of alumni	50%	N/A	100%	100%	79.3%	85.7%	N/A		

Metric 4.1.3: Employment rate for students actively looking for employment	% of students	50% of graduating students	50%	56%	0%	100%	100%	87.5%		
Metric 4.1.4: Alumni employment rate within 12 months of graduation	% of alumni	75%	22.0%	78.6%	77%	69.6%	34.7%	50%		
Goal 4.2. Graduating BSCRCP student work demonstrates planning competencies										
Metric 4.2.1: Assessment of portfolios: Seniors 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	1a. Minimum criteria: 85% of graduating seniors earning acceptable or above on their senior portfolio. 1b. 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		Action Item 4.A: Edit the portfolio review criteria/process to join students career goals with the skills and knowledge acquired both within and outside the BSCRCP program.
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	2a. Minimum criteria: 85% of students achieve a minimum grade of "C" in these courses. 2b. 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		Action Item 4.B: Create a rubric for studio product assessment.
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 BSCRCP program adequately prepare you to enter practice based on my studios and other applied coursework?	% Students Selecting Agree + and/or Satisfied	75%	46.0%	35%	73%	73%	87.5%	92.3%		
Metric 4.2.5: Studio Product Assessment. An annual studio product assessment by the undergraduate committee.	5a. Minimum criteria: 100% of studio products earning a "meet expectations" or above. 5b. Criteria for excellence: 30% of studio products earning an "exceeds expectations."	100% meet expectations	N/A	N/A	N/A	N/A	N/A	N/A		Action Item 4.C: Invite external reviewers to studio product reviews.

Conclusion

The goals, objectives, and action items outlined in this strategic plan are intended to support the BSCR program as it continues to provide the highest quality, evidence-based education to future generations of planners.

