



Planning @ Illinois Strategic Plan, 2020-25

May 30, 2020, with targeted updates 9/15/2020 prompted by the killing of George Floyd in June 2020

Draft for comment by the wider community of the Department of Urban & Regional Planning

5/30/20 draft. To comment please go to <https://forms.illinois.edu/sec/1627010438>.

Our Vision

The Department of Urban & Regional Planning at the University of Illinois at Urbana-Champaign views planning as a platform for communities to chart their unique paths toward environmental, economic, and social sustainability. Through engaged teaching, innovative research, and a core emphasis on equity, we foster planning processes in which the three pillars of sustainability work in concert with one another for the creation of socially just communities.

Our Mission

Planning at Illinois empowers students, researchers, and community members to bring about the change that they want to see in the world. We believe that the answers to today's biggest social challenges—from climate change and environmental justice to affordable housing and workforce development—require creative, multidisciplinary, and community-driven solutions. Our students are prepared to think critically and comprehensively about these solutions and to foster meaningful community engagement as part of the decision-making process. Our faculty members are international thought leaders across all domains of planning, bringing innovative methods and data sources to the critical questions that drive the planning profession. We integrate our research into the classroom and into planning practice, offering our students diverse opportunities to gain on-the-ground experience with local, regional, and international communities.

As a department within a land-grant university, we maintain strong connections with our community, the State of Illinois, and the Midwest region, but our reach extends well beyond these boundaries to have an impact on planning practice and scholarship that is national and international in extent. Our teaching and research operate at multiple spatial scales and locations—blocks, neighborhoods, cities, regions, nations, and the world. We therefore conduct research across the globe, and we seek a student body that is diverse not just in terms of gender, race, and ethnicity, but also in terms of regional and national origin.

Planning at Illinois is an intellectually exciting, creative, and productive community of students, scholars, and professionals. We offer accredited degree programs at all levels of study—undergraduate, masters, and doctoral—and combine the leading-edge resources of a world-class university with the approachability of a small and welcoming community. Within this context, we prepare excellent practitioners and develop novel ideas that support the creation of just, sustainable urban environments.

Question and reflection in the aftermath of the killing of George Floyd in June 2020:

Does our vision and mission adequately reflect a commitment to inclusion and anti-racism?

Goal for 2020-2025

Our overarching challenge and goal is to build and sustain enrollments across all our programs.

Building and maintaining enrollments will serve our mission and our vision because by doing so, we will prepare more students for future employment as planners of all stripes, in adjacent fields, and in higher education. Our goals for justice and sustainability will be met indirectly through this expanded number of graduates, as well as directly through growing opportunities to engage in useful project with, in, and for communities. In a time of increasingly diverse youth in the US and global population growth, **we cannot build enrollments unless we center our recruitment on building a diverse and inclusive community** of aspiring practitioners and educators, nor can we meet our goals for sustainability and justice.

The Department was midstream in its strategic planning process in early 2020 when the COVID-19 pandemic swept the globe, forcing a sudden shift in all our activities and necessitating that we change our focus from the medium term (3-5 years) to the short term. Accordingly, this plan sets aside some of the strategies that had been in development in favor of a short-term plan to get us through the rest of 2020, along with a commitment to reengage the longer-term issues when the emergency has abated and we can see more clearly the challenge of recovery and growth. Wherever possible, however, we will plant the seeds for a stronger 2025 with the actions we take in the next 18 months.

Phase 1: Weathering COVID-19, 2020-21

The current global pandemic is likely to disrupt the 2020-21 academic year and perhaps even the next one. In service of our overarching goal, our key objective for this Phase of the strategic plan is to avoid substantial slippage in three of our four programs' enrollments. Through the end of AY 2020-21, we seek to:

- Maintain BAUSP majors at no fewer than 90 students.
- Maintain MUP students at no fewer than 55 students.
- Maintain Ph.D. students at no fewer than 18 students.

Because of the hard work of faculty, students, and staff, our BAUSP admissions and transfers look healthy for AY20-21 so far, and our MUP recruitment has paid off with a sharply higher acceptance rate from our admitted students. With only one prospective Ph.D. student, we will look for new strategies for Ph.D. recruiting in the next academic year.

Separate objectives for the MSSUM will be addressed below.

We plan to address a series of **issues** by taking action in the near to medium term.

Students who have accepted our offers may need or decide to delay their enrollment.

- Admissions chairs, student ambassadors, and key staff will keep in touch with admitted students throughout the summer and keep tabs on them after they make their decisions.
- Where feasible, the Head will work with key faculty members to develop online alternatives that will allow international students to complete fall courses on line, even if they are unable to obtain visas in time to arrive on campus before the spring semester.

Our students who are still in progress and their families will face **challenges to their wellness** because of the trauma of the pandemic.

- The faculty will discuss wellness issues in each faculty meeting.
- The Head and program chairs will communicate and refine protocols for advisors to consult with advisees about all aspects of wellness.
- The Head will communicate the availability of emergency funds to students and faculty.
- The Head will work within the College to build a supportive community that centers wellness and offer opportunities for faculty, students, and staff to play a role in this system change.

Reinforcing and building our community is underway and will continue.

- The Head and other faculty will prompt and support student leadership as they resume engagement in the Student Planning Organization.
- The Head will work with our most supportive alumni to rally all alumni in support of our mission.
- Department leadership (Head, Advisory Committee) will support the convergence of student, faculty, staff, and alumni efforts for community-building.
- Department leadership will collaborate in efforts to identify practice and employment opportunities with UIC CUPPA and Illinois APA.

As we **plan courses for fall 2020**, we need to anticipate the possibility of smaller numbers of enrolled students. We will also need to plan for the possibility that we will not return to campus at all in fall 2020.

- The Department Head will review the course listings to identify courses that aren't essential to offer in fall 2020 and discuss alternatives with the instructors.
- Instructors will be asked to prepare for online/remote course delivery in fall 2020.
- Workshops, 2020-21
 - MUPs: Solidify plans to work with Urbana in spring 2021, decide next steps on Loíza by July.
 - BAUSPs: Program Chair, Assistant Head, and instructors will assess viability of planned fall 2020 workshops and identify potential alternatives.
 - Department leadership will work with Illinois APA and alumni to identify potential options for workshop-like exercises in the event of remote instruction.

We need to gather lessons from the half-semester of **remote instruction** so we can prepare for its possible extension or reintroduction.

- Over the summer, the Department Head will develop and encourage faculty and students to complete a survey on what worked well and what didn't work well.
- The Head will compile the results and make them available to students and faculty for review and comment.

We need to decide on what we should do about the **MSSUM degree**.

- Sometime in the fall 2020 semester, we will hold at least one special meeting of at least one hour to reach consensus on next steps for the program.

We will sustain the **Puerto Rico** initiative.

- We will continue our interactions with Loíza and the University of Puerto Rico.
- If conditions permit, one section of UP 510 will continue our work with Loíza and UPR.
- In Fall 2020, the Head will appoint a task force to develop broad guidance on the Department's commitment to engaged education (including in Puerto Rico).
- The Head will continue to explore funding opportunities and partnerships to advance the work of the Puerto Rico initiative as imagined by the steering committee and endorsed by the faculty.

In fall 2020, we will plan **recruitment campaigns** for the BAUSP and MUP programs.

- Our August (or September) 2020 retreat* will focus entirely on recruitment for the BAUSP and MUP programs.
- Recruitment activities will be top-priority actions for the remainder of 2020-21.

Strategic plans for the BAUSP and MUP programs, consistent with this Department-wide Strategic Plan, will be finalized by the Program Committees and the Head by the end of May 2020.† Upon completion, the program-specific plans will be incorporated by reference as chapters of the Department-wide Strategic Plan. Each of these program strategic plans will identify objectives and actions to meet the following goals:

- Sustain a high-quality and diverse student body.
- Assure the quality, relevance, and effectiveness of the curriculum.
- Prepare students for careers as professional planners and/or graduate study.

Our capacity for **inclusive and respectful governance** will be tested by the crisis. We will uphold our commitment to involvement of students, faculty, and staff in major decisions facing the Department.

- Faculty and student representatives present at the May 2020 faculty meeting voted to open this draft Strategic Plan (including its BAUSP and MUP chapters) for comment over the summer of 2020. By the end of June 2020, the Department will make the Plan available for comment by students, faculty, staff, alumni, and practitioners. Over summer 2020, the Department will design measures to foster engagement around the Plan beginning in September 2020.
- The Head will regularly communicate with the Advisory Committee about all Department matters, including over Summer 2020.
- The AC will advise the Head about how best to communicate ongoing decisions and developments to the rest of the DURP community.
- The Head and AC will collaborate with student groups to devise strategies for better student involvement in departmental governance.
- To strengthen connections among students, faculty, staff, and alumni, we will establish by January 2021 a new Planning at Illinois Community Committee (PICC) to improve practice, connect students with practice opportunities, and attract new students.
- In AY 20-21, the Department will consider incorporating new structures for program committees (BAUSP, MUP, MSSUM, and Ph.D.) and other committees into its bylaws, balancing our commitment to inclusive and transparent governance with those to students and research.

* In-person, we hope; online if necessary

† We developed these plans, which now appear the end of this document.

In fall 2020 and spring 2021, we will develop a **medium-term plan** to take us through the end of 2025.

- The plan will build on the alumni-student-faculty-staff relationships we develop between now and the end of 2020.
- The plan will be coordinated with the Department's annual budget report to the College, which reviews the past year's activities and requests funding to support new and continued initiatives.

Note: After the killing of George Floyd in June 2020, the Department committed to advancing work on inclusion and antiracism in the next year. The following table reflects those commitments.

Inclusion and Antiracism agenda: The Department will advance our work in inclusion and antiracism in 2020-21 by integrating concrete actions into our committees’ work plans for this academic year. We developed an initial list of commitments after a meeting of the Student Planning Organization in July 2020 and a meeting between student representatives and faculty members in August 2020. Prof. Daniel Schneider has accepted the task of keeping up with this work. Committee chairs will report out regularly on their progress.

Leads	Action Item	Action Description	Timeframe	Outcome
SPO + DSUP <i>then</i> BAUSP Curriculum Committee and MUP Program Committee	Cross List Courses with Other Departments	SPO and DSUP crowdsource from current students those courses in other departments they would like to see cross-listed. A google sheet will allow students to add information, and add notes on courses they have taken. SPO and DSUP representatives will then share this information with the program committees, and will work to develop a set of recommendations for priority cross-listings to pursue.	August - September 2020	Priority cross-listed courses added to DURP's course list, list of other candidate courses to be used in advising and future conversations with departments.
Course Instructors in concert with SPO + DSUP	Syllabus Workshopping	Action 1 - Fall courses should encourage regular feedback and reflection from students on course content including readings and assignments.	August - December 2020	Faculty receive feedback that will allow them to subsequently adjust course content based upon student feedback.
Course Instructors in concert with SPO + DSUP		Action 2 - Spring courses should undergo workshopping with faculty, current students, and practitioners offering feedback on course content.	August - November 2020	Faculty receive feedback that will allow them to adjust course content. Updated syllabi will be shared with the program committees and will be made available to the DURP community.
Course Instructors	Increase Representation of Alternative Voices	Action Identify opportunities for faculty to share insight in each other’s courses (guest lectures)	August - May 2021	Greater diversity of voices in the classroom on particular subject matters

Leads	Action Item	Action Description	Timeframe	Outcome
Wetmore Coordinator, Lecture Committee, Course Instructors	Professional Development	Work on increasing diversity of Wetmore presenters; Invite Wetmore speaker to talk on diversity issues in the planning workplace, including conflict resolution	August - May 2021	greater diversity amongst Wetmore speakers, , address diversity/racism and workplace issues.
Wetmore Coordinator, Lecture Committee, Course Instructors		Action 2 - Connect Wetmore visiting practitioners to intentional moments in specific courses	August - May 2021	More intentional integration of Wetmore speakers into courses;
MUP Program/Admissions	Remove Requirement for GRE	investigate impact on Planetizen rankings, making voluntary for those whose application it might help, propose for faculty vote	September-December 2020	remove obstacles to diverse student body
PhD program /Admissions	Remove Requirement for GRE	investigate Grad College Rules and propose for faculty vote	September-December 2020	Remove obstacles to diverse student body
BAUSP Recruitment	Strengthen connection to DGS, IL Promise, OMSA	promote BAUSP to these groups, explore developing online presentations given by students or faculty	August - May 2021	Greater diversity in undergraduate student body
SPO and IL APA faculty advisors	Develop professional networking/job advice	Expanding the view of planning job possibilities post graduation - other than government or private sector consulting: how to contact alumni and find those with unconventional planning jobs	August - May 2021	proposals for job networking events, connection with career days and "I want your job" series.
Faculty and students	explore developing workshops on antiracism and planning	connect with campus events like Hispanic heritage month, Native American Heritage Month, Black history Month, Women's history month, etc. to present workshops	August - May 2021	connect planning and anti-racism communities on campus

Phase 2: Recovery and growth, 2021-2025

In this phase, we'll carry out the tasks anticipated in the medium-term plan to meet the following enrollment targets:

- Build BAUSP majors to 125 students by AY 2024-25.
- Build MUP enrollment to a target of 65 students by the end of AY 2024-25.
- Maintain Ph.D. students at no fewer than 18 students through the end of the planning period.

And assuming we decide to maintain the MSSUM:

- Meet goals and objectives set for the MSSUM by the faculty.

The 2021-2025 plan will also include actions that respond to proposals advanced by the standing committees and task forces.

Program-specific strategic plans

In addition to the overarching Department strategic plan, each of the two accredited programs has its own strategic plan. These plans, developed in May-June 2020, appear in the following pages.

Strategic plan: BAUSP program, Department of Urban & Regional Planning, University of Illinois at Urbana-Champaign (Updated 6/11/2020)

Goal I: Sustain a high-quality and diverse student body with 20-30 students in each year’s class and an average of 100 students enrolled per year.

Outcome/Objective	Performance Indicator	Program Benchmark	Progress/Results as of May 2020	Analysis/Action Plan	Main Actors
I.1. High quality	I.1.1. Mean ACT scores of incoming students	27	<p>Action needed. Enrollment in the BAUP peaked in 2011 with 116 students. Starting in 2013, the department began to yield significantly fewer admitted students despite growth in the number and percent of applicants who were admitted. Both new enrollments and internal transfer students declined in 2013 and 2014, leading to a decline to only 82 students in the major in 2014. New enrollment in the BAUSP since 2014 has been erratic, with new admissions of freshman majors falling as low as eight in the class entering in fall 2018 but rebounding to 24 in fall 2019. 2020 looks like another strong year for freshmen, ICTs, and transfers from other colleges. We don’t know exactly why we’ve had this recovery; we have not had a deliberate strategy.</p> <p>Incoming high school students currently have mean ACT of 26.5 and HS rank @ 79th %ile. GPA of transfers currently 3.23. 39% of domestic students are African American or multiracial. 35% of domestic students are Hispanic. Developing a strategy in 2020-21 will reinforce our ability to sustain growth, quality, and diversity.</p>	<ul style="list-style-type: none"> • Develop a recruitment plan 2020-21 for BAUSP, led by a one-year BAUSP recruitment director & task force <ul style="list-style-type: none"> ○ For freshman recruitment, devise strategies to boost recognition and applications from diverse, high-quality applicants from Illinois high schools. ○ For inter-college transfers, promote awareness of BAUSP in units whose students are most likely to be interested in planning. Focus on honors students (e.g., James Scholars) to meet quality goals and promising non-DURP students from UP 1XX and UP 2XX classes, especially gen ed classes. ○ For transfer students from other institutions, evaluate and build on Parkland Pathways program and consider expanding to other community colleges. • Refine & promote awareness of our protocols to maximize yield of applicants and prevent melt of students who accept admission. • Continue investing in and evaluating gen ed courses to ensure that they attract students to DURP. 	<ul style="list-style-type: none"> • Assistant Head • BAUSP admissions director • BAUSP recruitment task force • FAA admissions team
	I.1.2. Mean High School rank of incoming students	85th percentile			
	I.1.3. Mean GPA of incoming transfer students	3.5			
I.2. Diversity	I.2.1. Percent of domestic students who are from underrepresented minority groups	35%	<p>We have not yet studied trends or reasons for attrition, which occurs from both transfers and degree non-completion. The BAUSP committee has considered advising strategies to ensure successful transition from sophomore to junior year.</p>	<ul style="list-style-type: none"> • 2021: Study reasons for attrition and slow degree completion. • Depending on findings, develop appropriate strategies to maximize retention and timely completion. 	<ul style="list-style-type: none"> • Assistant Head • BAUSP committee
	I.2.2. Percent of domestic students eligible for Illinois Promise	Evaluate campus trend; benchmark in 2021			
I.3. 100 students (recruit & retain)	I.3.1. BAUSP enrollment	100	<p>We have not yet studied trends or reasons for attrition, which occurs from both transfers and degree non-completion. The BAUSP committee has considered advising strategies to ensure successful transition from sophomore to junior year.</p>	<ul style="list-style-type: none"> • 2021: Study reasons for attrition and slow degree completion. • Depending on findings, develop appropriate strategies to maximize retention and timely completion. 	<ul style="list-style-type: none"> • Assistant Head • BAUSP committee
	I.3.2. Applications trends	5% annual increase 2020-24			
	I.3.3. Percent of entering students who complete the degree	60%			
	I.3.4. Mean number of semesters to complete the degree	8.2			

Goal II: Assure the quality, relevance, and effectiveness of the curriculum

Outcome/ Objective	Performance Indicator	Program Benchmark	Progress/Results as of May 2020	Analysis/Action Plan	Main Actors
II.1. Effective curriculum & high-quality courses	II.1.1. BAUSP core courses (including workshops) and contents are consistent and up to date	Bi-annual review of core course syllabi	The BAUSP Committee reviews the syllabus of all core courses in years ending with an even number to ensure that courses meet PAB requirements and keep up with best practice & current research	<ul style="list-style-type: none"> • Biannual reviews will be conducted in AY 22-23 and 24-25. • Concentration leaders will review proposed course lists for the next AY before the course schedule for fall and spring is finalized to confirm. The Head will consider recommendations for course development or retirement in developing budget requests for new hires and making course assignments for future AYs. 	<ul style="list-style-type: none"> • BAUSP Committee • Concentration leaders
	II.1.2. Concentration gateway and elective courses available every AY.	Offering one or more courses in each category every year	Met. With new hires and some curriculum adjustments, we have added new courses and changed the timing of others to assure convenient availability of gateway courses and a breadth of electives in all four concentrations.		
	II.1.3. BAUSP student to FTE faculty ratio	10-14 BAUSP students/teaching FTE	Met. The program typically has between 10 and 12 students per FTE. We have room to grow our majors, as is our goal.		
II.2. Students acquire required knowledge and skills	II.2.1. Learning outcome assessment (LOA) for core courses	80% of ratings to be "competent." 100% students to be rated "competent" in at least some areas.	Met. Implemented a 3 year LOA plan since AY 2017-2018; thus far all reviews indicate that core courses and workshops have met both of these benchmarks.	<ul style="list-style-type: none"> • We will continue in 2020-21 our current assessment procedures (LOAs and exit surveys) for the BAUSP and MUP. The Head and program committees will also review exit survey questions and attempt to improve its low response rates (53% average for BAUSP). • In AY 2021-22, the Head will take stock of strengths and weaknesses of current assessment procedures (LOA, exit surveys, alumni surveys, etc.) and recommend steps based on that appraisal. 	<p>2020-21</p> <ul style="list-style-type: none"> • LOAs: Head, Asst. Head, faculty reviewers, Office Mgr. • Exit survey: Head, Asst. Head, SPO <p>2021-22</p> <ul style="list-style-type: none"> • Head • Assessment Actors TBD
	II.2.2. Learning outcome assessment (LOA) for workshops				
	II.2.3. Mean GPA of graduating class	3.25 mean GPA for graduating class	Met. 3-year average, 2017-19: 3.34 mean GPA of graduating class.		
	II.2.4. Exit Survey on knowledge & skills improvement	80% of ratings to be positive (strongly agree + agree) on questions for improvement	Met. 3-year average, 2017-2019: Over 80% of respondents stated improvement in writing, teamwork, project management, oral communication, awareness of social problems, ability to formulate original ideas, and think analytically.		

Goal III: Prepare students for careers as professional planners and/or graduate study

Outcome/ Objective	Performance Indicator	Program Benchmark	Progress/Results as of May 2020	Analysis/Action Plan	Main Actors
III.1. Students' professional experience & confidence	III.1.1. Exit survey on confidence in job preparedness	80% of ratings to be positive, 0% to be negative	Not met. 3-year average, 2017-19: 46% of respondents positive, 30% negative. This is clearly an area for exploration and improvement: is it evidence of failure or the wrong standard? Many BAUSP graduates continue for graduate study in planning and other fields.	Starting in 2020-21, the Department will develop and execute new approaches to connect practitioners (especially alumni), students, and faculty, improving our insights about college-workplace transitions and providing the basis for actions in curriculum, student organization, and relations with alumni and professional organizations. Objective: develop reliable mechanisms and systematic data demonstrating that Planning @ Illinois offers both social impact & economic opportunity for students. In the context of these conversations, we will reconsider the relevance of AICP status to all goals, and based on that consideration, ensure that our degrees provide students the option to work in careers that advance them toward AICP certification.	<ul style="list-style-type: none"> • Head • Program directors • SPO • Alumni council • Professional organizations
	III.1.2. Percent of graduating students with a planning or related internship	90%	The Department has not yet begun systematically tracking and reporting internship results. Thus far this responsibility has been delegated to the Assistant Head, whose other responsibilities have taken precedence.		
	III.1.3. Internship Evaluation: Employer rating of student intern performance	90% of student interns to be rated at least "good"			
III.2. Job placements	III.2.1. Percent of graduating students employed or in graduate study within a year	80% employed or studying in planning or planning-related fields	Met. Among 20 recent BAUSP grads who responded to the 2019 alumni survey, 65% were employed and 15% were attending full-time education. Of 18 respondents with a first job, 12 were in planning and 3 were planning-related.		
	III.2.2. Percent of Alumni who get AICP within five years of graduation	None set	19% of BAUSP alumni who responded to the survey are AICP. Only 13 alumni from the classes of 2008-12 are reported to have taken the AICP exam as of 2020; 8 passed.		
	III.2.3. Alumni satisfaction with quality of planning education at Illinois	80% to be satisfied with overall quality of BAUSP education	Probably met. Not asked explicitly in 2015 or 2019 surveys. Strong majorities of the 21 respondents gave neutral or better responses to 12 satisfaction-related questions; weakest results for career development and community engagement.	In AY 2021-22, the Head will take stock of strengths and weaknesses of current assessment procedures (LOA, exit surveys, alumni surveys, etc.) and decide next steps based on that appraisal.	<ul style="list-style-type: none"> • Head • Assessment actors TBD

Strategic plan: MUP program, Department of Urban & Regional Planning, University of Illinois at Urbana-Champaign (Updated 6/11/2020)

Goal I: Sustain a high-quality and diverse student body with 30-35 students in each year's class and 60-70 students in progress.

Outcome/Objective	Performance Indicator	Program Benchmark	Progress/Results as of May 2020	Analysis/Action Plan	Main Actors
I.1. High quality	I.1.1. Mean GRE scores of incoming students	70th percentile	<p>Met: <i>Applications</i> remain above 150, having falling from 178 to 157 from 2015 to 2019. The program's <i>domestic URM students</i> ranged between 21% and 23% of the total for the past three years (meeting the benchmark), and <i>international</i> students have accounted for over 40% for the past four years. Also, 40% of incoming students now have <i>professional experience</i>.</p> <p>Unmet: With <i>enrollments</i> alternating between low/mid-20s and about 30 (except one exceptional year), the MUP has reached its desired total enrollment of 60-70 students only once in the past 7 years. Mean <i>GRE scores</i> usually do not meet the program benchmark (58th-65th %ile most recent year).</p>	<ul style="list-style-type: none"> Develop a recruitment plan starting in 2021 for MUP, updating goals and objectives for inclusion, diversity, and access in the MUP; modifying admissions criteria and recruitment strategies in light of those goals and objectives; and setting tracking systems for various admissions indicators to adjust strategy in the future. Develop and implement protocols to maximize yield of applicants and prevent melt of students who accept admission. 	<ul style="list-style-type: none"> Lead: MUP Director MUP Committee, including MUP admissions director
	I.1.2. Entering students with professional experience	30%			
I.2. Diversity	I.2.1. Domestic students from underrepresented minority groups	20%			
	I.2.2. International students	40%			
I.3. 60-70 students (recruit & retain)	I.3.1. MUP1 enrollment	30-35			
	I.3.2. Annual applications	150			
	I.3.3. Entering students who complete the degree in 2 years	80%	<p>Unmet. Two-year degree completion has slipped from at least 80% before 2018 to 78% and 73% in 2019 and 2020. Retention varies between 90% and 100% all seven years but below 95% in three of seven years (2012-13, 14-15, and 17-18).</p>	<ul style="list-style-type: none"> 2020-21: Study reasons for attrition and slow degree completion (or non-completion). Depending on findings, develop appropriate strategies to maximize retention and timely completion. 	<ul style="list-style-type: none"> Lead: MUP Director MUP Committee
	I.3.4. Student retention rates	95%			

Goal II: Assure the quality, relevance, and effectiveness of the curriculum

Outcome/ Objective	Performance Indicator	Program Benchmark	Progress/Results as of May 2020	Analysis/Action Plan	Main Actors
II.1. Effective curriculum & high-quality courses	II.1.1. MUP core courses and contents are consistent and up to date	Core courses provide required knowledge, skills, and values	Updated in the context of this self-study.	<ul style="list-style-type: none"> • Biannual reviews to be conducted in AY 22-23 and 24-25. • Concentration leaders to review proposed course lists for the next AY before course schedule for fall and spring is finalized to confirm. The Head will consider recommendations for course development or retirement in developing budget requests for new hires and making course assignments for future AYs. 	<ul style="list-style-type: none"> • MUP Committee • Concentration leaders
	II.1.2. Foundation, methods, and application courses in each concentration	At least one course, each category, each year			
	II.1.3. MUP student to FTE faculty ratio	Not to exceed 11	<p>Met. Currently 10.1; usually ranges between 10 and 11. Exceeds PAB guidelines (10) but BAUSP student/teaching FTE ratio of 11 falls well below the ceiling in the standard (15 students/teaching FTE)</p>	In annual program-committee curriculum reviews, identify BAUSP and MUP course needs in light of FTE status and goals; recommend actions to Department Head for next 2 years' course planning.	<ul style="list-style-type: none"> • MUP Director • Department Head
II.2. Students acquire required knowledge and skills	II.2.1. Learning outcome assessment (LOA) for core courses and capstone projects/theses	80% of ratings to be "competent." 100% of students to be at least "competent" in some areas.	Implemented a 3 year LOA plan since AY 2017-2018; thus far all reviews indicate that core courses have met both of these benchmarks. (100% competent in 2017-18 and 84% competent in 2018-19. 100% of students were competent in some areas.) Capstones/theses partially met the benchmark (100% competent in 2017-18 and 73% competent in 2018-19. 100% of students were competent in some areas.)	<ul style="list-style-type: none"> • We will continue in 2020-21 our current assessment procedures (LOAs and exit surveys) for the BAUSP and MUP. The Head and program committees will also review exit survey questions and attempt to improve its low response rates (53% average for BAUSP). • In AY 2021-22, the Head will take stock of strengths and weaknesses of current assessment procedures (LOA, exit surveys, alumni surveys, etc.) and recommend steps based on that appraisal. 	<p>2020-21</p> <ul style="list-style-type: none"> • LOAs: Head, MUP Committee, faculty reviewers, office mgr. • Exit survey: Head, Asst. Head, SPO <p>2021-22</p> <ul style="list-style-type: none"> • Head • Assessment actors TBD
	II.2.3. Mean GPA of graduating class	3.5	Met: 3.78 in 2018, 3.79 in 2017		

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	<p>II.2.4. Exit survey on knowledge & skills improvement</p>	<p>80% of ratings positive (strongly agree + agree) on questions for improvement</p>	<p>Met: “I learned useful & substantive information about planning”: 100% 2019, 90% 2018, 90% 2017. “Depth of knowledge in your concentration area(s)”: 100% 2019, 95% 2018, 95% 2017. Mean score of skills improvement (4= much stronger, 3= stronger, 2= no change, 1= weaker now): 3.3 2019, 3.3 2018, 3.4 2017.</p>		
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Goal III: Prepare students for careers as professional planners and/or doctoral study

Outcome/ Objective	Performance Indicator	Program Benchmark	Progress/Results as of May 2020	Analysis/Action Plan	Main Actors
III.1. Students' professional experience & confidence	III.1.1. Exit Survey question: "I feel prepared for my next step (e.g., to get a job).	80% of ratings to be positive, 0% negative	Unmet. Average 2015-19: 71% positive, 10% negative.	Starting in 2020-21, the Department will develop and execute new approaches to connect practitioners (especially alumni), students, and faculty, improving our insights about college-workplace transitions and providing the basis for actions in curriculum, student organization, and relations with alumni and professional organizations. Objective: develop reliable mechanisms and systematic data demonstrating that Planning @ Illinois offers both social impact & economic opportunity for students. In the context of these conversations, we will reconsider the relevance of AICP status to all goals, and based on that consideration, ensure that our degrees provide students the option to work in careers that advance them toward AICP certification.	<ul style="list-style-type: none"> • Head • Program directors • SPO • Alumni council • Professional organizations
	III.1.2. Graduating students with a planning or related internship	80%	Unmet. 73% in 2020, 79% in 2019		
	III.1.3. Employer rating of student intern performance	90% of interns rated Good (4) or Excellent (5)	Met. 100% (mean= 4.75) in 2019, 100% (mean= 5) in 2018		
III.2. Job placements	III.2.1. Graduating students employed or in PhD study within a year	90%	Partially met. 67% (95% of status-known graduates) in 2019, 85% (100%) in 2018, and 78% (91%) in 2017	In AY 2021-22, the Head will take stock of strengths and weaknesses of current assessment procedures (LOA, exit surveys, alumni surveys, etc.) and decide next steps based on that appraisal.	<ul style="list-style-type: none"> • Head • Assessment actors TBD
	III.2.2. Jobs in planning or planning-related fields	80%	Partially met. 64% (90% of status-known graduates) in 2019, 73% (86%) in 2018, and 67% (78%) in 2017		
	III.2.3. Alumni AICP w/in five years of graduation	None set.	See Table 10 for data.		
	III.2.4. Alumni satisfaction with quality of planning education at Illinois	80% satisfied with overall quality of MUP education	Partially met. 2010s graduates strongly agree or agree in 2019-20 alum survey: 75%, MUP prepared them for the first job; 80%, MUP offered a high quality planning education		