Master of Urban and Regional Planning (MURP) Strategic Plan

Nohad A. Toulan School of Urban Studies and Planning
College of Urban and Public Affairs

Adopted May 2014
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Letter from the Director

Planning matters now more than ever. From global challenges like climate change and economic inequality to local challenges like affordable housing and accessible transportation systems, planning is essential to creating vibrant, equitable and sustainable communities now and in the future. This demands planning education that does more than simply train individuals in the skills and techniques necessary to develop sound plans; it means helping them to understand and analyze power, context, and institutions, adapt to continuous change, and reflect in action.

This MURP Strategic Plan was developed during the 2013-14 academic year through an extensive outreach process that engaged planning practitioners and alumni in a series of roundtable discussions, and MURP students and Toulan School faculty in intense deliberations about the important issues facing our communities, and how we can prepare MURP students to better address those issues. The plan is consciously aligned with the mission and goals of Portland State University, and reflect the mission of the MURP program, which is “to educate professionals able to make and act on plans needed to serve good and just places.” And finally, it is designed to support and advance the three goals of the MURP program, which are to educate reflective practitioners of planning; ground planning practice in place; and integrate the aspirations and principles expressed in the AICP Code of Ethics throughout our teaching, research, and outreach.

Our Strategic Plan advances these goals through actions in four areas. First, we will develop and implement systems for assessing and tracking our progress and outcomes. Second, we will examine and, where necessary, update our MURP curriculum to address important program areas such as reflective practice and communication skills. Third, we will strengthen our capacity for engaged learning and scholarship. And finally, we will take steps to continue our progress in making the MURP program more diverse, equitable and inclusive.

We have aspirations. We are pleased to share them with you, and look forward to your thoughts on how we might continually revise our Strategic Plan to better meet our goals, to set them higher, AND to adapt to changing opportunities.

Sincerely,

Connie P. Ozawa
Professor and Director, Toulan School of Urban Studies and Planning
I. Overview of the MURP Program

The Master of Urban and Regional Planning (MURP) is part of the Toulan School of Urban Studies and Planning, located within the College of Urban and Public Affairs at Portland State University.

The Master of Urban and Regional Planning is a two-year, 72 credit professional degree program designed for those interested in working as professional planners. The curriculum includes a 43-credit core that focuses on the history and theory of planning as a field, plan implementation, analytical methods, and the dynamics of metropolitan development. MURP students have the opportunity to customize their education to meet particular scholastic and professional objectives. Each student must specialize in one field, and five specializations are available to MURP students: Community Development; Economic Development; Environment; Land Use; and Transportation.

_Plan_ning matters. Practice matters._

Pursuing a career in planning can begin in the Nohad A. Toulan School of Urban Studies and Planning. Students who pursue this degree want to be engaged in bridging past and future and diverse communities to formulate plans and actions that will make a difference. Students in the MURP program acquire the skills to excel in those roles.

The MURP program at Portland State has a specific focus on the practice of planning. Our goal, simply stated, is to educate planning professionals, able to make plans and also to become leaders in the field. Our students engage in practice from the moment they join us, and we use the real planning issues and processes of our region, state, and bioregion as the basis for much of our teaching and research. Experiential learning is an integral component of the program, which requires an internship and a workshop project that is client-focused, community-based and culminates in a professional product to serve as a capstone to the program.

**About the Nohad A. Toulan School of Urban Studies and Planning**

The School’s degree programs focus on understanding metropolitan regions and their problems, and analyzing policies to shape their evolution and overcome obstacles. Beginning with an undergraduate certificate in 1959, the School now offers graduate certificates in transportation, real estate development, and urban design, and six degrees:

- **Ph.D. in Urban Studies and Ph.D. in Urban Studies: Regional Science:** These programs prepare students for careers of scholarship and applied research.
- **Masters of Urban Studies (MUS):** This master's degree prepares students for work in applied research and community-based advocacy settings.
- **Masters of Urban and Regional Planning (MURP):** This is a fully-accredited professional degree program designed for those interested in working as professional planners.
- **Masters of Real Estate Development (MRED):** This program is a professional program for those looking for a future in real estate development with a commitment to affordable
housing and "green" urban development.

- **Bachelor of Arts in Community Development**: This undergraduate major prepares students to work with communities to promote social, economic, political, and physical well-being for both people and the place.

The Nohad A. Toulan School of Urban Studies and Planning is a member of the Association of Collegiate Schools of Planning and the Urban Affairs Association.

**About the College of Urban and Public Affairs**

The College of Urban and Public Affairs (CUPA), established in 1976, is home to three exciting and highly regarded schools: the School of Community Health, the Mark O. Hatfield School of Government, and the Nohad A. Toulan School of Urban Studies and Planning; and 12 centers and institutes focusing on research and public service. The College of Urban and Public Affairs is the only place of its kind in the United States: a college that joins three cornerstone disciplines of contemporary life-urban studies, community health, and government-under one roof. Our students and faculty team with community organizations, imagine original solutions, and implement them in real-time. Upon graduation, our students are equipped to improve the livability of their communities. Due to its breadth of scholarship, and its engagement in the community, the College of Urban and Public Affairs plays a leading role in defining PSU as an integral component of and resource for Portland, highlighting the city's partnership with higher education. As of June 2014, CUPA is led by Dean Stephen Percy.
II. MURP Program Mission and Values

Mission and values statement

We believe that planning practice addresses our common future in order to make places better—more just, sustainable, and prosperous. Our own planning practice advances inclusive participation in planning institutions and recognizes a diversity of needs and aspirations in communities. We recognize that we practice locally, but not in isolation; our actions reverberate through ecological, economic, and social/political systems from the local to the regional to national and global scales. We likewise learn from practices in other regions of the country and the world.

Our mission is to educate professionals able to make and act on plans needed to serve good and just places. Our MURP program enables students to be reflective, to build practical judgment and adaptive problem-solving skills through direct engagement with contemporary planning issues and practice. Our faculty and students actively participate in the development and dissemination of innovations in planning needed to advance our understanding of what planning is, how planning is practiced and taught, and why planning matters in this world. The MURP program embodies PSU's motto to "let knowledge serve the city."

Our mission for the MURP program at the Toulan School is grounded in the values and mission of Portland State University, expressed as “Let Knowledge Serve the City.” At the Toulan School, we share PSU’s values of Learning, Access, Respect, Reflection, and Community and Civic Engagement. Our School mission, our MURP mission and values statement, and our program strategic plan align with the goals and initiatives of Portland State University as an urban-serving, engaged university.

Portland State University Mission Statement

Portland State University’s mission is to enhance the intellectual, social, cultural and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

Within the Toulan School, the MURP program is part of a group of programs that serve an urban mission and are concerned with practice and civic and community engagement.

Toulan School of Urban Studies and Planning Mission Statement

Our mission is to assist in the development of healthy communities through an interdisciplinary
program of teaching, research and public service. Faculty and students engage the intellectual, policy and practice aspects of urban studies and planning from the local to the international levels and actively participate in the analysis, development and dissemination of the innovations for which Portland and the Pacific Northwest are known.

As part of a College of Urban and Public Affairs, our MURP program connects with related professional fields like Public Administration, Community Health, and Criminal Justice, in service of a broad urban and public affairs mission.
III. Strategic Scan and Planning Process

Environmental Scan

The MURP program benefits greatly from being at a university like Portland State University whose identity and sense of mission is so strongly connected to community engagement. The MURP program is a visible example of PSU’s commitment to engaged learning and scholarship. At the same time, the program is located in a region and state known globally for its commitment to planning. Together, these two facts afford MURP faculty and students both a front row seat to innovative planning efforts going on in the community, as well as an expectation that PSU, and the MURP program in particular, will be more than just a spectator, but part of the action through engaged student learning and faculty scholarship. Quite simply, there are few better places to get a hands-on planning education than the MURP program.

That said, there are several factors - some persistent, others emerging - that shape the nature of the MURP program and the experience of students and faculty. One is the intensely political nature of planning in the U.S., even in places like Portland with some of the most advanced planning institutions in North America. Despite having increasingly powerful models and analytical tools at their disposal, planners can only succeed when they communicate their ideas and findings in clear and meaningful ways, and foster communication among citizens, elected officials, and professional peers about desired futures.

Second, the planning field continues to struggle with what it means to make the profession’s stated commitment to equity and social justice real. Planners work in increasingly diverse communities, yet the profession lags in diverse representation both on the job and in the classroom. Planners recognize the ongoing disparities that exist across race, class and other dimensions of difference, yet are often blind to the structural and institutional forces perpetuating those disparities, and planners’ role in dismantling them.

Third, planners and planning educators are operating in an environment of ongoing public sector austerity and disinvestment in higher education. Budgets will continue to tighten, placing new pressures on planning educators, and universities generally, to deliver high-quality education and career opportunities without further contributing to the crushing burden of debt faced by today’s students.

We believe that the contemporary environment for planning and planning education make the following opportunities available to the MURP program:

1) Educating for tomorrow’s planner: The MURP curriculum needs to evolve to meet the diverse and changing demands of the planning profession. This entails reviewing where the core bodies of planning knowledge and skills are changing, and maintaining an appropriate balance between a broad core and specializations (e.g., transportation, economic development). Similarly, the program needs to continue to balance between the skills and experiences necessary for obtaining
the first planning job, and the skills necessary for MURP graduates to succeed and lead throughout their careers. Employers are telling us that they want students that can communicate effectively in a variety of ways, think on their feet, work well with diverse groups, work across professions, and thoughtfully acquire needed knowledge when required by the tasks at hand. In other words, they want flexible, reflective innovators with a deep appreciation for the social construction of knowledge and the necessity for the social construction of plans. Due to the close relationships between the school, the community, and the profession, the MURP program is well situated to reconsider the overall structure of the program, and the role that graduate education vis-à-vis practice should play in the overall education and training of planners.

2) **Focusing on engagement and inclusion:** The MURP program has an opportunity to deepen its engagement efforts, especially in ways that build a more diverse, inclusive and reflective planning profession and local planning processes. One of the hallmarks of planning in Oregon is the engagement of citizens in the planning and plan implementation processes. Today, with renewed attention being paid to equity and the role of inclusion (or lack of inclusion) in planning in the Portland region, there is a pressing need to rethink the importance of citizen participation as a core planning skill, how it relates to other civic and social processes, and how the next round of planning innovations will be designed and implemented, be they associated with new technologies or a complete rethinking of civic life. The MURP program, PSU and the Toulan School have strategic opportunities to raise questions and catalyze dialog about important planning issues facing Portland and Oregon overall, from sustaining the progress of the 40-year-old Oregon Land Use Planning Program to promoting more equitable models of development. There is a particular opportunity to build bridges into communities of color that have been historically underrepresented in the planning profession, and which stand to benefit from increased engagement of MURP students and faculty around planning issues facing their communities. PSU and the MURP program can and should play a central role in providing a place for those conversations in a forward-looking yet reflective way.

3) **Innovating in a challenging budget environment:** While the budget pressures facing PSU and public universities everywhere are daunting, they offer opportunities to innovate, leverage existing resources more effectively and seek out new resources where they exist, and demonstrate results in better ways. The PSU budget continues to contract, challenging programs to both increase enrollment and raise new revenue; the MURP program is no exception. At the same, the university is increasingly focused on measures of student success, echoing a broader trend within higher education toward accountability and outcomes measurement. Initiatives like “ReThink PSU” are promoting experimentation on the part of faculty and programs around new instructional technologies and modes of student engagement. While we do not anticipate radical change to the MURP program, there will be opportunities to build on its foundation and reputation while becoming more efficient and assisting the University with meeting its needs and goals for the future. The arrival of a new Dean within CUPA is catalyzing renewed efforts to build bridges within the college and think about each program’s role in making CUPA academically and financially sound. This will be a time of innovation and new direction for Portland State, themes that should be well within the expertise and capacity of a school of planning.
Strategic Planning Process

The Toulan School faculty work to monitor and update the MURP program strategic plan through the MURP Executive Committee and quarterly student feedback. Our program goals also are considered in light of Portland State University strategic plan and initiatives. While we do plan and implement continuously, given new opportunities and changes at the university and TSUSP, the MURP Executive Committee embarked on a more formalized strategic plan process from January 2013.

This strategic planning process included engaging faculty, student meetings, and roundtables with alumni and local practitioners in February and March 2013. We also incorporated findings of prior school-wide SWOT exercises and strategic goal-setting, self-study documents, and conversations around our new faculty hire in land use planning.

We sought to:

- Refresh our mission statement with faculty exercise, reaffirming our core mission and updating towards future goals;
- Strengthen relationships with alumni and practitioners by hosting roundtables about our identity, planning education, and the field, with an eye to creating a “critical friends” group for regular convening; and
- Strengthen outcomes measurement across program goals, measuring outcomes for learning, in the community, and in longer-term alumni, including:
  - Reflective practice activities and learning;
  - Professional outcomes; and
  - Community engagement outcomes.

Through these activities, we scanned our external and internal environments, were able to identify our strengths and opportunities for improvement, named distinguishing characteristics of the MURP program, and reinvigorated our major program goals. We have also developed an action program for immediate activities towards new goals.
IV. MURP Program Goals

Our basic finding is that our program’s structure is sound. We have opportunities for continuing excellence in educating planning practitioners, and some new areas of activity. Our three primary characteristics, identified as our program goals, are the areas we want to maintain and develop further through strategic planning. These goals align with Portland State University's mission and goals, as well as those of the College of Urban and Public Affairs.

**Goal 1:** Educate reflective practitioners of planning.

**Goal 2:** Ground planning practice in place.

**Goal 3:** Integrate the aspirations and principles expressed in the AICP Code of Ethics throughout our teaching, research, and outreach.

Our program goals align with PSU strategic priorities around excellence:

**PSU Priority/Theme 1:** Provide Civic Leadership through Partnerships: Lead as civic partner, deepen our engagement as a critical community asset, demonstrate leadership in regional innovation and serve as an anchor institution in the Metro area.

**PSU Priority/Theme 3:** Achieve Global Excellence: Distinguish the institution nationally and internationally through the accomplishments of its faculty, the reputation of its academic and research programs and the preparation of its students for a diverse and global economy.

**PSU Priority/Theme 5:** Expand Resources and Improve Effectiveness: Expand resources in each of the funding streams (state, private, business partnerships, research, and tuition), manage resources effectively, engage employees, and match investments to strategic priorities.

We have developed more detailed goals and objectives, described below. These serve as the foundation for strategic goals that will help us to accomplish our program goals in the context of our internal and external environment.

**Detailed MURP program goals and objectives**

Within each broad program goal, we have identified several detailed goals and objectives to be achieved.

**Program Goal #1:**

*Educate reflective practitioners of planning. Program graduates will know how to effectively reflect-in-action in order to practice in flexible and innovative ways.*

**Program Goal 1.1: Educate and train professional planners.**

**Program objective:**

- Students will become familiar with contemporary planning modes of practices, theories and
tools/strategies.

Program Goal 1.2: Engage students with planning practice as reflective practitioners.

Program objectives:
- Students will understand reflection and learning as elements of practice.
- Students will use outcomes of reflection in plan-making, plan implementation and career development.

Program Goal 1.3: Engagement as a critical planning task.

Program objective:
- Students will understand and apply techniques for engagement and culturally competent practice.

Program Goal #2:
Ground planning practice in place. We educate in the context of our place, and we construe place broadly. We teach planning as a practice that engages issues confronting communities and ecosystems in specific places.

Program Goal 2.1: Planning education emerging from the interplay of theory and place.

Program objective:
- Faculty and students will utilize Portland and the Pacific Northwest and their relationships to the nation and the globe as a text for all aspects of the program.

Program Goal 2.2: Planning faculty engagement with high impact.

Program objective:
- Faculty are involved with engaged scholarship, policy advisory, and engagement with planning processes.

Program Goal #3:
Integrate the aspirations and principles expressed in the AICP Code of Ethics throughout our teaching, research, and outreach. We seek to integrate the three missions of our School—teaching, research and outreach—to understand and advance social justice, environmental sustainability, and economic opportunity.

Program Goal 3.1: Planning as an activity with specific and important outcomes serving clear values and the public interest.

Program objective:
- Students will understand the meaning and outcomes of increasing social justice, improving human-natural environment interaction, and developing equitable and productive economies.
Program Goal 3.2: Students balance a core curriculum of urban planning with specialized knowledge in an area of their choosing that allows them to build expertise in outcomes.

Program objective:
- Students will build specialized knowledge and expertise in outcomes.

Program Goal 3.3: MURP students and TSUSP faculty are diverse, broadly defined, and learn about diversity and difference.

Program objectives:
- MURP students will be diverse and learn about diversity and difference.
- TSUSP faculty will be diverse and teach about diversity and difference
- TSUSP will be actively engaged in diversifying the planning profession.
V. Strategic Goals and Actions

**Strategic Goal #1:**
*Fully develop and implement assessment metrics for all MURP program goals.*

**Strategic Goal 1.1: Finalize and implement routine data collection for performance metrics.**

In order to know whether we are meeting our program goals, we need to assess our performance in a systematic way. We will establish data collection and reporting protocols for student and faculty success.

*Action:*
1. MURP Executive Committee will develop an Outcomes Assessment Plan, which includes the specific metrics, timelines for data collection, and responsibilities. (See details in the section VI, Tracking Our Performance.)

**Strategic Goal 1.2: Build the capacity to use the MURP Planning Workshop to assess learning goal outcomes and our program goals.**

Approximately 20 years ago, the faculty in the Master of Urban and Regional Planning program developed a new “capstone” workshop model. The result, called Planning Workshop, is a unique, hands-on experience in which students engage directly with external clients, negotiate a scope of work, and develop a real world plan involving extensive community engagement and participation. The results have been impressive, with strong interest on the part of community members interested in working with MURP students, workshop projects winning national APA/AICP awards, and importantly, resulting plans being implemented and impacting change in communities.

Due to the design of the workshop and its role as a culminating experience for the entire core curriculum, its products serve as a synthesis for the core goals and values of the program. The products of the workshop provide, annually, a concrete outcome for each cohort of students that can enable the MURP faculty to assess whether:
- the core curriculum is equipping the students with key skills and knowledge needed to support effective planning practice;
- students are developing as effective practitioners;
- students are producing high quality products.

*Action:*
1. Develop and pilot in AY 2014-15 a process for assessing Planning Workshop activities and outcomes. This will involve the creation of a rubric for analyzing Workshop outcomes against relevant MURP program goals, and against core knowledge, skills and values taught in the program.
**Strategic Goal #2:**
**Review and update the MURP curriculum related to program focus areas.**

**Strategic Goal 2.1: Reinforce the concept of reflective practice throughout curriculum.**

We can strengthen reflective practice a core concept of the MURP curriculum by emphasizing this model throughout the program and giving students opportunities to reflect on their practice.

**Actions:**
1. Review the MURP core curriculum, including internship seminar and workshop, for clear articulation of reflective practice concepts and inclusion of activities that provide practice reflecting on and in action.
2. Develop exit surveys to ask graduating MURP students about their development of a reflective practice orientation.

**Strategic Goal 2.2: Better incorporate communication and engagement skills for all MURP students.**

We will examine where opportunities exist to improve the effectiveness of the MURP curriculum in helping prepare students to communicate ideas effectively, and engage with diverse communities.

**Actions:**
1. Review how communications skills are embedded in core courses, and develop faculty capacity for feedback on written, visual, and verbal communication skills.
2. Review trial module courses to consider best to deliver content on visual communications, including design and presentation software tools.
3. Consider public engagement as a required course, in consultation with faculty with expertise in participation and cross-cultural engagement.

**Strategic Goal #3:**
**Maintain and build relationships with external partners and stakeholders to achieve greater impact from engagement.**

**Strategic Goal 3.1: Continually engage with program partners and practitioners to reflect on program strengths and opportunities.**

We will take steps to establish and institutionalize mechanisms for external engagement and feedback about the MURP program that will help us to continually improve over time.

**Actions:**
1. Establish an advisory panel of "critical friends." Use the strategic plan process to identify practitioners and alumni who can serve in an ongoing basis on a planner advisory group for the school.
2. Continue roundtables with employers and community stakeholders about external conditions for planning and planners, skills and techniques, trends, and specialization areas to refresh program content and activities when needed.
Strategic Goal 3.2: Build the School’s capacity for engaged research and practice.

We will explore opportunities to expand the Toulan School’s engagement efforts in ways that will enhance the quality of the learning experience for MURP students.

**Actions:**
2. Develop publicity mechanisms for research emerging from public engagement and community-based research to continue the dissemination of innovative work in this region.
3. Develop a proposal for a community-engaged research center.

**Strategic Goal #4:**
*Sustain progress in diversity and inclusion in the MURP program.*

Strategic Goal 4.1: Build on existing progress toward MURP student diversity.

We will build upon recent efforts toward enhancing the diversity of the MURP student body, and in particular, to increase the share of students of color.

**Actions:**
1. MURP Admissions committee will continue admissions review processes that consider assets of diversity in many dimensions, tracking student applicant data to ensure diverse cohorts.
2. Continue awarding Portland Planning Diversity Awards to students from diverse backgrounds, especially students of color.
3. Recruitment & Diversity committee will develop a recruitment strategy to target diverse prospective student populations from CA-OR-WA reciprocal tuition (i.e., WICHE) areas.
4. Work with the students of color caucus among MURP and Urban Studies students to define issues for retention and identify resources across campus and within CUPA and TSUSP.

Strategic Goal 4.2: Build on existing progress toward faculty diversity.

We will work to enhance the diversity of MURP faculty, both full-time, tenure-line faculty as well as part-time, adjunct instructors.

**Actions:**
1. Continue to incorporate robust diversity language into new tenure-line faculty position descriptions and consider diversity as an asset in hiring.
2. Continue to pursue funds from the Chief Diversity Officer to hire and retain diverse faculty.
3. Use practitioner conversations and networking to identify diverse practitioners (gender, race/ethnicity, age) to instruct or co-instruct courses for MURP program, guest lecture, and give workshops.

Strategic Goal 4.3: Enhance the focus on diversity, equity, and inclusion in the MURP curriculum.
We will look for opportunities to make diversity, equity and inclusion an integral component of the MURP learning environment.

**Actions:**
1. Support student Planning Club’s “equity month” program with faculty expertise and if possible, funding sources.
2. Continue to create opportunities for faculty to offer occasional courses and seminars on equity issues.
VI. Tracking Our Performance: Outcome Metrics

PAB Prescribed metrics

As prescribed by the Planning Accreditation Board (Standard 7D), TSUSP provides public information on its website about student achievement, program cost, admissions, graduation and retention rates and trends, AICP certification and employment outcomes for the MURP program.

1. Admissions Trends

<table>
<thead>
<tr>
<th></th>
<th>AY 2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicants</td>
<td>244</td>
<td>289</td>
<td>241</td>
<td>220</td>
<td>175</td>
</tr>
<tr>
<td>Admits</td>
<td>82</td>
<td>110</td>
<td>88</td>
<td>91</td>
<td>90</td>
</tr>
<tr>
<td>Enrolled</td>
<td>38</td>
<td>33</td>
<td>36</td>
<td>34</td>
<td>49</td>
</tr>
</tbody>
</table>

2. Enrollment Trends

<table>
<thead>
<tr>
<th></th>
<th>AY 2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of enrolled students identifying as a person of color**</td>
<td>7%</td>
<td>10%</td>
<td>13%</td>
<td>17%</td>
<td>17%</td>
</tr>
<tr>
<td>Percent of enrolled international students</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Percent of enrolled women students</td>
<td>65%</td>
<td>51%</td>
<td>51%</td>
<td>54%</td>
<td>57%</td>
</tr>
</tbody>
</table>

** U.S. citizens and permanent residents only.

3. Student Retention and Graduation Rates

<table>
<thead>
<tr>
<th>Cohort beginning AY</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number enrolled</td>
<td>35</td>
<td>39</td>
<td>33</td>
<td>36</td>
<td>34</td>
</tr>
<tr>
<td>Retention rate*</td>
<td>97%</td>
<td>92%</td>
<td>91%</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>Graduated within 4 years</td>
<td>34</td>
<td>34</td>
<td>29**</td>
<td>29***</td>
<td>n/a</td>
</tr>
<tr>
<td>Graduation rate</td>
<td>97%</td>
<td>87%</td>
<td>88%**</td>
<td>81%***</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Individuals still enrolled 12 months after initial enrollment.
4. Tuition and fees for a full-time graduate student for one academic year, 2013-14
In-state: $13,539
Out-of-state: $20,451*

Based on 12-credit course load per term.
*Residents of western states are eligible for in-state tuition under the WICHE program for graduate students.

5. AICP exam pass rate:

<table>
<thead>
<tr>
<th>Year Graduated</th>
<th>June 2006</th>
<th>June 2007</th>
<th>June 2008</th>
<th>June 2009</th>
<th>June 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of those who attempted the exam within 3 years of graduation, % of graduates who passed</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

AICP exam pass rate data are collected by the APA. For a complete list of pass rates for all PAB-accredited institutions see: http://planning.org/certification/passrates/.

6. Employment rate of graduates within 1 year of graduation:

<table>
<thead>
<tr>
<th>Graduation year</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>% of graduates employed in Planning- or Planning-related jobs within 1 year of graduation</td>
<td>89%</td>
<td>86%</td>
</tr>
<tr>
<td>% of graduates pursuing advanced degree</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>% of graduates with unknown employment status</td>
<td>6%</td>
<td>7%</td>
</tr>
</tbody>
</table>

“Planning- or planning-related” employment defined as “relating directly to the skills and knowledge acquired in the MURP program,” as determined by the respondent. Figures based on surveys of graduates conducted approximately 12-18 months following June graduation.

Student Learning and Achievement

Students must earn a minimum grade of "B-" in all core courses and maintain an overall G.P.A. of 3.0.

All students must earn a “Pass” in Planning Workshop. (With coaching from faculty, students form themselves into 4-6 member project teams around a project idea and work with a community
client. During the two-term Workshop, project teams have full responsibility to formulate, design and implement their project. No project has failed to deliver a written product and project clients (which have included public agencies, neighborhood organizations, and non-profit groups) have uniformly commended the students’ work.) More relevant perhaps, students demonstrate not only competency in technical planning skills but also their ability to work in teams, undertake multiple aspects of planning projects, work with clients, grapple with ethical dilemmas among themselves and with their client or the public. In other words, the Planning Workshop provides clear indications of what students have learned through the core curriculum, what they continue to learn through the Workshop, and what is less widely acquired.

The Planning Workshop Projects can be found at http://www.pdx.edu/usp/master-urban-and-regional-planning-workshop-projects.

MURP students have received a variety of national and state-level AICP/APA student awards, including:

- 2013 AICP Student Project Award – Application of the Planning Process
- 2012 APA, Oregon Chapter Student Achievement in Planning Award
- 2012 AICP Student Project Award – Application of the Planning Process
- 2010 APA, Oregon Chapter Student Achievement in Planning Award
- 2010 AICP Student Project Award – Contribution of Planning to a Contemporary Issue
- 2008 APA Oregon Chapter Student Achievement in Planning Award, Special Achievement in Planning, Certificate of Merit
- 2008 AICP Student Project Award – Applied Research
- 2007 AICP Student Project Award – Contribution of Planning to a Contemporary Issue

These can be viewed at http://www.pdx.edu/usp/student-awards.
Outcomes Assessment Plan:
MURP Program Goals and Measurable Objectives

PAB Accreditation Standard 1D: Measurable objectives:
Each (strategic plan program) goal must have concrete objectives for goal attainment. The objectives should be measurable and framed in a way that can be easily evaluated by PAB and the Site Visit Team.

This section identifies a series of performance indicators for each MURP program goal that will be tracked by TSUSP over time.

MURP Program Goal 1: Educate reflective practitioners of planning.

<table>
<thead>
<tr>
<th>1.1) Education and train professional planners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome/ Objective</strong></td>
</tr>
<tr>
<td>Students will become familiar with contemporary planning modes of practices, theories and tools/strategies.</td>
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</table>

<table>
<thead>
<tr>
<th>1.2) Engage students with planning practice as reflective practitioners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome/ Objective</strong></td>
</tr>
<tr>
<td>Students will understand reflection and learning as elements of practice.</td>
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<td></td>
</tr>
</tbody>
</table>
Students will use outcomes of reflection in plan-making, plan implementation and career development. | Share of assessed student learning outcomes demonstrating reflective practice elements (SLO)  
Share of alumni indicating use of reflection-in-action practices in professional practice (AS)

### 1.3) Engagement as a critical planning task

<table>
<thead>
<tr>
<th>Outcome/ Objective</th>
<th>Performance Indicator (Measurement Tool)</th>
</tr>
</thead>
</table>
| Students will understand and apply techniques for engagement and culturally competent practice. | Share of students with engagement experience, overall and in culturally diverse communities, upon graduation (EX)  
Number/share of MURP core courses incorporating engagement and cultural competency elements (CU)  
Share of assessed student learning outcomes demonstrating engagement and cultural competence elements (SLO)  
Share of alumni active in engagement and service activities, overall and in culturally diverse communities, as part of professional practice (AS)  
Employer and community stakeholder satisfaction with student and alumni capabilities around engagement, especially in diverse communities (ST) |

### MURP Program Goal 2: Ground planning practice in place.

#### 2.1) Planning education emerging from the interplay of theory and place.

<table>
<thead>
<tr>
<th>Outcome/ Objective</th>
<th>Performance Indicator (Measurement Tool)</th>
</tr>
</thead>
</table>
| Faculty and students will utilize Portland/PNW and their relationships to the nation and the globe as a text for all aspects of the program. | Number/share of MURP core courses with engaged learning components (CU)  
Workshop client satisfaction with, and implementation of, MURP workshop projects (ST) |

#### 2.2) Planning faculty engagement with high impact

<table>
<thead>
<tr>
<th>Outcome/ Objective</th>
<th>Performance Indicator (Measurement Tool)</th>
</tr>
</thead>
</table>
| Faculty are involved with engaged scholarship, policy advisory, and engagement with planning processes. | Number/share of TSUSP faculty active in engaged scholarship projects (F)  
Number/share of TSUSP faculty active in policy and |
planning advisory and community engagement activities (F)
Number of “high impact” engagement activities (F)
Number of faculty media appearances/total “earned media” for TSUSP/PSU (F)
Community stakeholder satisfaction with faculty engagement activities (ST)

MURP Program Goal 3: Integrate the aspirations and principles expressed in the AICP Code of Ethics throughout our teaching, research and outreach.

3.1) Planning as an activity with specific and important outcomes serving clear values and the public interest.

<table>
<thead>
<tr>
<th>Outcome/ Objective</th>
<th>Performance Indicator (Measurement Tool)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will understand the meaning and outcomes of increasing social justice,</td>
<td>Share of students demonstrating understanding of planning ethics and values upon graduation. (EX)</td>
</tr>
<tr>
<td>improving human-natural environment interaction, and developing equitable and</td>
<td>Number/share of MURP core courses incorporating planning ethics and values. (CU)</td>
</tr>
<tr>
<td>productive economies.</td>
<td>Share of assessed student learning outcomes demonstrating clear articulation of planning ethics and</td>
</tr>
<tr>
<td></td>
<td>values. (SLO)</td>
</tr>
<tr>
<td></td>
<td>Alumni satisfaction with program preparation around planning ethics and values. (AS)</td>
</tr>
<tr>
<td></td>
<td>Employer and community stakeholder satisfaction with student and alumni preparation around planning</td>
</tr>
<tr>
<td></td>
<td>ethics and values. (ST)</td>
</tr>
</tbody>
</table>

3.2) Students balance a core curriculum with specialized knowledge in an area of their choosing

<table>
<thead>
<tr>
<th>Outcome/ Objective</th>
<th>Performance Indicator (Measurement Tool)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will build specialized knowledge and expertise in outcomes.</td>
<td>Share of graduating students expressing satisfaction with guidance and advising about career pathways</td>
</tr>
<tr>
<td></td>
<td>while in program (EX).</td>
</tr>
<tr>
<td></td>
<td>Alumni satisfaction with preparation for skills and knowledge required in particular specializations</td>
</tr>
<tr>
<td></td>
<td>while in program. (AS)</td>
</tr>
<tr>
<td></td>
<td>Employer and community stakeholder satisfaction with</td>
</tr>
</tbody>
</table>
3.3) MURP students and TSUSP faculty are diverse, broadly defined, and learn about diversity and difference.

<table>
<thead>
<tr>
<th>Outcome/ Objective</th>
<th>Performance Indicator (Measurement Tool)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MURP students will be diverse and learn about diversity and difference</td>
<td>Share of MURP applicant pool from underrepresented groups (A)</td>
</tr>
<tr>
<td></td>
<td>Share of MURP students from underrepresented groups (A)</td>
</tr>
<tr>
<td></td>
<td>Share of MURP graduates, overall and from underrepresented groups, expressing satisfaction with program environment regarding diversity and difference (EX)</td>
</tr>
<tr>
<td></td>
<td>Share of assessed student learning outcomes demonstrating attention to issues of equity, diversity and inclusion (SLO)</td>
</tr>
<tr>
<td></td>
<td>Alumni satisfaction with preparation around issues of diversity and difference while in program. (AS)</td>
</tr>
<tr>
<td>TSUSP faculty will be diverse and teach about diversity and difference</td>
<td>Share of TSUSP core faculty from underrepresented groups (A)</td>
</tr>
<tr>
<td></td>
<td>Share of TSUSP adjunct faculty and instructors from underrepresented groups (A)</td>
</tr>
<tr>
<td></td>
<td>Number/share of MURP core courses incorporating issues of equity, diversity and inclusion in planning (CU)</td>
</tr>
<tr>
<td>TSUSP will be actively engaged in diversifying the planning profession.</td>
<td>Number of public events sponsored by/involving TSUSP faculty and/or MURP students addressing issues of equity, diversity and inclusion in planning. (F, A)</td>
</tr>
<tr>
<td></td>
<td>Community stakeholder satisfaction with TSUSP engagement around issues of equity, diversity and inclusion in planning (ST)</td>
</tr>
</tbody>
</table>

Data Sources and Measurement Tools

<table>
<thead>
<tr>
<th>Source/Measurement Tool</th>
<th>Frequency</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: Administrative data</td>
<td>Ongoing</td>
<td>TSUSP Director/staff</td>
</tr>
<tr>
<td></td>
<td>Frequency</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td><strong>F: Faculty impact review</strong></td>
<td>Annual</td>
<td>TSUSP Director/staff</td>
</tr>
<tr>
<td><strong>EX: Graduation exit interview</strong></td>
<td>Annual</td>
<td>TSUSP Director/staff</td>
</tr>
<tr>
<td><strong>AS: Alumni survey</strong></td>
<td>Annual for 1-year status; triennial for 3-5 year status;</td>
<td>TSUSP Director/staff</td>
</tr>
<tr>
<td><strong>SLO: Student learning outcomes review</strong></td>
<td>Annual</td>
<td>MURP Exec Committee</td>
</tr>
<tr>
<td><strong>CU: Curriculum review</strong></td>
<td>Periodic</td>
<td>MURP Exec Committee</td>
</tr>
<tr>
<td><strong>ST: Stakeholder feedback/ surveys</strong></td>
<td>Periodic</td>
<td>MURP Exec Committee</td>
</tr>
</tbody>
</table>