

2025–2029

Strategic Plan



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Introduction

The Urban and Regional Planning Program (U.R.P.) is one of two academic programs within the University of Michigan’s Taubman College of Architecture and Urban Planning. It offers three degree programs: A B.S. in Urban Technology (UT; launched in 2022), a Master of Urban and Regional Planning (M.U.R.P.), and a Ph.D. in Urban and Regional Planning. In addition, the program offers an undergraduate minor in real estate (launched in 2020) and hosts three interdisciplinary graduate certificates — Real Estate Development, Urban Informatics, and Healthy Cities.

Recent years have been a time of exciting change at the University and broader world. The University has prepared a new vision and campus plan under the leadership of a new president. Beyond the campus, in the post-pandemic world, there has been a renewed push in the planning field for innovative practice in many areas, including climate resilience and racial equity. Technology has a growing role in nearly all aspects of our society, both as an economic sector and a major influence in cities. The real estate industry has a key role to play in responding to broader societal shifts to address a housing affordability crisis, re-imagine downtowns with shifting workplace cultures, and address the climate impacts of building construction and operation.

In the context of these broader changes, the Urban and Regional Planning Program has itself evolved with the launch and growth of new program degrees and changes in faculty composition and leadership. In light of these changes, and due to the accomplishment of many of the actions outlined in the prior strategic plan, the program leaders decided to undertake the preparation of a revised strategic plan during the 2023–2024 academic year. With the assistance of the consulting firm Upland, the process included the elements fully described in Appendix A: stakeholder interviews, focus groups with alumni and partners in the planning and urban technology fields, the preparation of a foresight analysis report and a strengths, weaknesses, opportunities, and threats (SWOT) analysis, two community-wide surveys, and two workshops.

MANDATES AND CONTEXT

Some of the Urban and Regional Planning Program’s educational offerings are subject to external mandates beyond the common policies that apply to all educational programs at the University of Michigan. The master’s degree in Urban and Regional Planning and Ph.D. in Urban and Regional Planning are administered in partnership with the Rackham Graduate School, which undertook a regular program review during the 2023–2024 academic year. The three graduate certificates are also offered through the Rackham Graduate School. The Rackham review involved a holistic assessment drawing on admissions data, student surveys, and self-study but did not impose any specific performance measures. The Master of Urban and Regional Planning program is accredited by the Planning Accreditation Board (PAB), the national accrediting body for professional education in urban planning. It undertook a re-accreditation during the 2021–2022 academic year, receiving a 5-year accreditation until December 31, 2027, and an expected accreditation visit to occur during the 2026–2027 academic year.

The PAB standards require that programs engage in strategic planning and have a strategic plan with the following elements: (1) mission statement, (2) program vision, (3) program goals and measurable objectives, and (4) monitoring and evaluation. The PAB standards also require the annual sharing of certain measures of student achievement, cost, retention and graduation, American Institute of Certified Planners (AICP) exam pass rate, and employment.

This strategic planning effort was conducted in the context of organizational missions for Taubman College and the University as a whole. The mission of Taubman College is “shaping education and industry to pursue a more beautiful, inclusive, sustainable,



and just world.”¹ This plan also incorporates elements of the Taubman College Diversity, Equity, and Inclusion (DEI) 2.0 plan. In parallel with this planning effort, the University of Michigan undertook the Vision 2034 project, which resulted in a new strategic vision for the University: “The University of Michigan will be the defining public university, boldly exemplified by our innovation and service to the common good. We will leverage our interdisciplinarity and excellence at scale to educate learners, advance society, and make groundbreaking discoveries to impact the greatest challenges facing humanity.” In addition to revising the University’s mission, vision, and values, this project identified four impact areas: (1) life-changing education; (2) human health and well-being; (3) democracy, as well as civic and global engagement; and (4) climate action, sustainability, and environmental justice.² These documents were key references for this plan.

PLAN TERMINOLOGY

This strategic plan includes the following elements:

- **Vision, Mission, and Core Values** describe what we hope to achieve and the guiding principles for how we hope to achieve it.
- **Strategies** describe the way we plan to work toward achieving our vision in the next 5 years.
- **Goals** are what each strategy aims to achieve.
- **Initiatives** describe specific actions taken as part of an overall strategy.
- **Performance Indicators** are the quantitative measures of program performance that are to be collected and disseminated annually.
- **Measurable Objectives** are specific, measurable, achievable, relevant, and time-bound targets for change in our performance indicators.



¹See <https://taubmancollege.umich.edu/about/>

²See <https://vision2034.umich.edu/>



Vision, Mission, and Core Values

VISION

Lead the way for better urban and regional futures.

MISSION

Build knowledge, develop capabilities, and imagine possibilities to cultivate flourishing communities.

CORE VALUES

Justice-Driven	We promote diversity, equity, inclusion, and justice.
Environmentally-Minded	We pursue sustainability and consider environmental impact.
Future-Focused	We develop solutions that consider future scenarios for society, climate, and technology.
Co-Creative	We work in partnership with communities to create and steward places, institutions, and policies.
Action-Oriented	We translate ideas into action that positively impacts people and our planet.

Commitment to Diversity, Equity, Inclusion, and Justice

In alignment with the U-M Taubman College's DEI 2.0 Strategic Plan³

Diversity

We celebrate difference. It is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socio-economic status, language, culture, national origin, religious commitments, age, (dis)ability status, and political perspective.

Inclusion

We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are encouraged, different perspectives are heard and responded to, and every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Equity

We aspire to provide everyone with what they need to succeed. Equity is the assurance of non-discrimination and equal opportunity for all persons in our community. Race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, veteran status, and other dimensions of identity are irrelevant to each individual's right to equitable access and standing.

Justice

We promote planning, public policy, and design initiatives that expand opportunity for all people and proactively redress inequalities caused by ongoing or historical marginalization.

³The definitions of diversity, inclusion, and equity are based on definitions from the U-M Taubman College DEI 2.0 Strategic Plan but reflect minor edits made by the M.U.R.P. program. The definition of justice was not part of the College plan.

Strategies, Goals, and Initiatives

2024–2029

STRATEGY 1 – Identity: Integrate the program’s scholarly areas to strengthen its identity

Goal 1: Create cohesion among the program’s areas by identifying and leveraging their synergies under a refreshed, inclusive program identity.

Initiatives—Communications and Identity

1. Ensure the program’s name conveys its identity.
2. Develop a unique visual language that describes the energy and ideas within the program.
3. Effectively represent U.R.P. programs, research, and activities through the Taubman College website and other communications channels.
4. Articulate to external audiences how U.R.P. faculty, students, and alumni are making a real-world impact.
5. Foster improved communication about events and activities across degree programs.

Initiatives—Collaboration

6. Identify and support more opportunities for research across the U.R.P. disciplines.
7. Recruit students with diverse interests into all degrees, notably urban-technology-oriented students into the M.U.R.P., and urban-technology- and real-estate-oriented students into the Ph.D. program.
8. Create a M.U.R.P. focus area related to urban technology.
9. Foster stronger scholarly engagement between the U.R.P. Ph.D. program and Urban Technology and Real Estate offerings through courses, independent studies, and other opportunities for cross-disciplinary exchanges. Identify and reduce barriers to these kinds of exchanges.

Measurable Objectives (by 2029)

- Reduce M.U.R.P. admissions rate.
- Increase M.U.R.P. yield rate.
- Maintain a high B.S. in Urban Technology yield rate.
- Increase the number of cross-disciplinary teaching and research engagements by students and faculty by 50%.
- Achieve a more even distribution of Ph.D. students among U.R.P. faculty advisors.

STRATEGY 2 – Curriculum: Pursue a foundational and innovative curriculum

Goal 2: Develop a curriculum across the U.R.P. degree programs that effectively prepares students to lead in a changing world.

Initiatives

1. Pursue continued improvement to the M.U.R.P. degree through the analysis of learning outcomes evaluation, course enrollment, peer program analysis, alumni surveys, and discussion among faculty and students.
2. Assess and reevaluate the M.U.R.P. focus areas to determine how to define these areas (skills, issues, problems, etc.) to improve their usefulness for students to navigate the curriculum and develop impactful careers.
3. Continue to refine and improve the B.S. in Urban Technology curriculum through ongoing improvements to core sequences and the development of electives.
4. Continue to develop and improve curriculum through collaboration and dialog with students, alumni, faculty, and staff.
5. Develop a learning assessment system, including learning outcomes, for the B.S. in Urban Technology program.
6. Continually strengthen the U.R.P. Ph.D. program by refining admissions processes and improving student outcomes.
7. Plan for and pursue faculty hiring to meet needs for faculty expertise and diversity as the program evolves.
8. Strengthen the teaching of knowledge and skills needed for students to lead in a diverse society within all degree programs.
9. Explore the potential for U.R.P. educational offerings at the U-M Center for Innovation in Detroit to contribute to the program mission.
10. Foster innovation within current and future courses where U.R.P. is uniquely positioned to meet broader University of Michigan student needs.

Measurable Objectives (by 2029)

- Maintain M.U.R.P. student retention rates, graduation rates, and AICP exam pass rates above 95%.
- Achieve average scores for all M.U.R.P. Learning Outcomes of 3.5 or greater (corresponding to the midpoint between 3, typical of quality by professional planners, and 4, exceeds professional standards).
- Maintain and expand enrollment from non-Taubman College U-M undergraduates in U.R.P. program courses. (objective to be defined)
- Achieve high satisfaction in the Ph.D. program in future surveys of alumni and students. (objective to be defined)

STRATEGY 3 – Resources: Improve facilities to support teaching and research and improve the student experience

Goal 3: Pursue improved facilities to meet the program’s current and future teaching and research goals.

Initiatives

1. Deploy resources to upgrade and expand classroom space.
 - Work with Taubman College to improve technology and fixtures in classrooms.
 - Support the creation of new classrooms and creative utilization of existing classrooms given program growth.
2. Assess other needs for future physical improvements.
 - Plan for forthcoming space needs of the Urban Technology program (including studio spaces and faculty offices).
 - Explore options for broader Art and Architecture Building upgrades, in partnership with central administration resources and the College Advancement Team.

Measurable Objectives (by 2029)

- Increase student, faculty, and staff satisfaction with program facilities (objective to be developed).

STRATEGY 4 – Faculty: Expand faculty capacity to match the program’s ambition for research and service impact

Goal 4: Expand faculty capacity for research/creative practice and service.

Initiatives

1. Assess curriculum and offerings to understand whether and how needs can be met with an alternative or reduced course load for tenure-track faculty.
2. Engage with Taubman College in a process to explore alternatives to the current teaching load system, to foster improved and more equitable teaching, research, and service.
3. Expand volume of externally funded research by proactively catalyzing research team formation around specific opportunities.

Measurable Objectives (by 2029)

- Maintain a high level of per-faculty scholarly publications (objective to be defined).
- Increase total annual scholarly citations by all U.R.P. faculty to 5,000.
- Maintain at least 10 faculty submitting research proposals to external sponsors annually.
- Increase the number of externally supported projects to 10 annually.
- Increase the number of external presentations by U.R.P. faculty and students at external conferences and events. (objective to be defined)



STRATEGY 5 – Engagement: Cultivate a renewed culture of public engagement

Goal 5: Devote resources to expand engaged research and learning and public scholarship as integral to the U.R.P. program, through engagement with communities, organizations, governments, and others.

Initiatives

1. Build capacity for and coordination of the program’s learning and research engagements with community and public partners.
2. Identify targeted funding opportunities to support research and creative practice that achieve public impact and align with faculty skills and interests.
3. Increase student and faculty engagement at the state, national, and global scales to complement existing strengths in local and Detroit-based learning opportunities.
4. Pursue public programming that advances engaged teaching and research.
5. Energize and leverage program alumni to support mentorship, teaching and learning opportunities, research, service, and creative practice collaboration.

Measurable Objectives (by 2029)

- Increase number of client engagements in courses and research. (to be developed)
- Ensure a growing share of client engagements in courses and research are at the state, national, and global levels. (to be developed)
- Increase the number of U.R.P. LinkedIn group members to 1,000.

Performance Indicators



Identifying performance indicators is considered a best practice within strategic planning and is required for this plan by the Planning Accreditation Board (PAB) standards. We view the primary purpose of the definition and measurement of performance indicators to be sparking a process of reflection and continuous improvement, and not as ends in themselves. The program's 2014 strategic plan identified goals and short-, mid- and long-term priorities, but it did not contain performance measures. The 2019 plan described the intention to create a system of M.U.R.P. learning outcomes and described concrete benchmarks specific for each action. However, many of these actions have been completed, and the regular tracking of the extensive number of benchmarks was not feasible.

The current plan takes a new approach, seeking to build on the prior work and implement the use of quantitative performance indicators, which are used to define measurable objectives for each of our four goals. The intent is to propose performance indicators that are readily measured without significant additional efforts and that align with data routinely collected within the college and program as much as possible. The final list of performance indicators includes metrics from the following categories: admissions measures, M.U.R.P. PAB metrics and learning outcomes, Urban Technology learning outcomes (proposed),

research and creative practice activity, and engagement measures. Appendix C contains a full description of the measures and their data sources.

Research and Creative Practice

As a research-intensive university, the conduct of research and creative practice is central to the mission of the program and the university. We recognize that this activity can be difficult to measure; however, we propose a diverse basket of measures that collectively can help us understand the volume and vitality of research activity within the program.

- Total citations to U.R.P. faculty in the prior calendar year
- Number of U.R.P. faculty submitting proposals for external support
- Total funding involving U.R.P. faculty
- Number of externally supported projects involving U.R.P. faculty
- Number of U.R.P. students and faculty presenting at external events
- Number of cross-disciplinary teaching and research collaborations
- Number of peer-reviewed articles published
- Number of peer-reviewed books published

Performance Indicators

Admissions

The admissions process provides data that give us an opportunity to understand external perceptions of the uniqueness and value of our programs. However, these indicators are also influenced by external factors such as economic cycles and the University's limit on program size for the B.S. in Urban Technology. Therefore, we focus on the admissions rate and yield rates.

- M.U.R.P. admissions rate
- M.U.R.P. yield rate
- Urban Technology admissions rate
- Urban Technology yield rate
- Ph.D. yield rate

M.U.R.P. PAB Public Information

PAB requires that the program update these measures on our website annually:

- Student retention rate
- Student graduation rate
- Number of degrees awarded
- AICP pass rate (5-year)
- Employment rate

M.U.R.P. Learning Outcomes

The M.U.R.P. program has developed a system of learning outcomes evaluation, with the following learning outcomes:

1. Incorporate diverse stakeholder views and knowledge into the analysis and proposed approach to a contemporary planning issue.
2. Be prepared to enter professional practice in planning.
3. Collect, analyze, and interpret quantitative and qualitative data from a variety of sources common to the planning profession.
4. Effectively use visual, written, and verbal communication techniques (including text, charts, maps, and two- and three-dimensional representations) to communicate data interpretation or to illustrate proposed policies, plans, and designs.
5. Create a plan, policy, or design that contains proposals that advance social justice or sustainability as a key societal goal.

As part of this system, learning outcomes 1, 3, 4, and 5 are to be measured through an evaluation of each individual or group Exit Project, conducted at the conclusion of each academic year. Exit Projects are required of all graduating students and are Capstone Studios, Professional Projects, and Theses. A standard evaluation form collects ratings and comments about four learning outcomes. Each Exit Project is evaluated by three individuals: the client, a U.R.P. faculty member, and a practicing professional.

Learning outcome 2 is to be measured through a survey administered annually among alumni 1 year after graduation, through a question: "How satisfied are you with how well the program prepared you for a professional position?" Responses are to be



collected using the following scale: (4) very satisfied, (3) satisfied, (2) dissatisfied, or (1) very dissatisfied.

Aggregate scores are to be reported separately for students who complete capstones and professional projects annually.

B.S. in Urban Technology Learning Outcomes

As part of implementation, a similar system of learning outcomes as exists for the M.U.R.P. program will be developed from the B.S. in Urban Technology program.

Enrollment and Ph.D. Measures

We will measure specific to our Ph.D. program, and courses as a whole:

- Enrollment from non-Taubman students in U.R.P. courses
- Distribution of Ph.D. students among U.R.P. advisors
- Ph.D. program satisfaction

Engagement Measures

Engagement is particularly difficult to measure because limited systematic data about this have been collected, and engagement by definition is not only about the volume, but also the nature of the collaboration and its impact.

This plan proposes three measures:

- Number of engagements with community clients for courses and research projects.
- Share of clients in courses and research who are state, national, or international.
- Number of U.R.P. LinkedIn group members.

Facilities

Improvements to College facilities emerged as a theme during the planning process. To measure this, the plan proposes a new satisfaction measure.

Performance Indicators

Performance Indicators and Goals

Given the many connections among the different areas of activity, performance indicators may provide insight on one or more goals. For example, positive trends within admissions indicators may not only convey a strong external program identity, but also reflect faculty capacity and engagement. For the purposes of this plan, each category of performance indicator is associated with one of the five goals, as shown by two marks in Table 1. The measurable objectives for that goal will be based on change in only one category of performance indicator.

Table 1. Relationship between Performance Indicators and Goals

	Goal 1: Inclusive Identity	Goal 2: Effective Curriculum	Goal 3.1: Faculty Capacity	Goal 3.2: Improved Facilities	Goal 4: Expanded Engagement
Research and creative practice activity			× ×	×	×
Admissions	× ×	×	×	×	×
M.U.R.P. PAB & learning outcomes		× ×	×	×	
Urban Technology learning outcomes		× ×	×	×	
Research productivity	×		× ×	×	×
Engagement measures				×	× ×
Facilities satisfaction				× ×	

Note: XX - primary performance measure, X - secondary performance measure.



Implementation Plan



Making the Mission, Vision, and Core Values Visible

Taubman College staff and academic leaders will make the mission, vision, and core values visible on the website, at meetings, and in the Art & Architecture Building, and promote their use for ongoing strategic guidance.

Acting on Initiatives

The chair will create a shared spreadsheet containing all initiatives and assign them to relevant committees or individuals. Given the program capacity, the initiatives may be phased across multiple years.

Measuring New Performance Indicators

Working in partnership with College staff, the chair will develop and pilot the measurement of five new performance indicators during the 2024–2025 academic year. Tentatively, these will be implemented as follows:

- Number of cross-disciplinary teaching and research collaborations — a new question on Faculty Activity Record (FAR)
- Number of peer-reviewed articles and books — ask on Faculty Activity Record (FAR)

- Number of engagements with community clients for courses and research projects—a new question on FAR
- Share of clients in courses and research who are state, national, or international—a new question on FAR
- B.S. in Urban Technology Learning Outcomes as determined by Urban Technology Faculty Committee
- Increase student, faculty, and staff satisfaction with program facilities—a new College survey
- Distribution of Ph.D. students among U.R.P. advisors — develop with Ph.D. director
- Ph.D. program satisfaction — develop with Ph.D. director
- Enrollment from non-Taubman students in U.R.P. courses develop with student affairs

Updating and Monitoring Performance Indicators

The chair will lead the annual updating of Performance Indicators and reporting on Progress on Measurable Objectives annually, which will be shared with the faculty during the Spring Faculty Retreat and the September Faculty Meeting. During this meeting, overall progress on initiatives will also be shared. In addition, the tracking spreadsheet will remain accessible to all faculty for reference.

Appendix A —

Strategic Planning Approach

The Urban and Regional Planning (U.R.P.) program at the University of Michigan Taubman College of Architecture and Urban Planning engaged the consulting firm Upland, which specializes in strategy, innovation, and foresight, to support the development of a 5-year strategic plan framework.

The U.R.P. program assembled a committee of student, staff, and faculty members to work closely with the Upland team as representatives of the larger community and to guide the planning process. The strategic planning committee conducted six meetings throughout this engagement. Based on the final strategic plan framework, the committee will work, in accordance with Planning Accreditation Board standards, to develop and adopt an updated strategic plan for 2024–2029.

The U.R.P. and Upland teams engaged in the following activities to inform and support the development of the strategic plan:

1. Fact-Finding (September–November 2023)
 - a. Upland Activities
 - i. Stakeholder interviews with eight strategic planning committee members composed of faculty and students
 - ii. Four focus groups with key industry partners and program alumni (virtual and in-person)
 - iii. Foresight scan to explore big shifts on the horizon in the external landscape
 - b. U.R.P. Activities
 - i. Community-wide online survey
 - ii. Peer institutes scan
2. SWOT Analysis (November 2023)
 - a. Based on the learnings from the prior activities, we prepared a draft SWOT to identify program strengths and weaknesses as well as opportunities and threats that the program needs to be responsive to.
3. Workshop #1 (December 2023) — Build Shared Understanding of Current and Future Landscape to Define Mission + Vision
 - a. Discussed learnings from stakeholder interviews and focus groups, results of the community-wide survey, and foresight and peer institutes scans.
 - b. Prioritized and completed the SWOT analysis, as a basis for planning.
 - c. Explored ideas for a refreshed vision for U.R.P.
 - d. Developed an updated U.R.P. mission, clarifying fundamental role and core values.
4. Workshop #2 (January 2024) — Design Must-Do Strategies to Enable the Program’s Long-Term Vision
 - a. Reviewed and refined updated vision, mission, and core values.
 - b. Identified barriers to achieving the vision.
 - c. Developed strategies that play to strengths, proactively respond to opportunities and threats.
5. Strategic Planning Framework
 - a. Upland presented synthesis of learnings from both workshops.
 - b. Decided launchpad for a refined and detailed strategic plan to be further operationalized.
6. Finalized Strategic Plan

The U.R.P. program will use this framework to develop a final plan including details around monitoring and evaluation.

Appendix B – Foresight Summary and SWOT Analysis



Foregrounding Justice + Resilience

The moment is primed for URP/UT educators and grads to lead the charge on the complex and intertwined questions around equity and adaptation.



Evolving Notions of Infrastructure

URP/UT educators and grads can support the expansion of what defines 'infrastructure' and how it is delivered to communities.



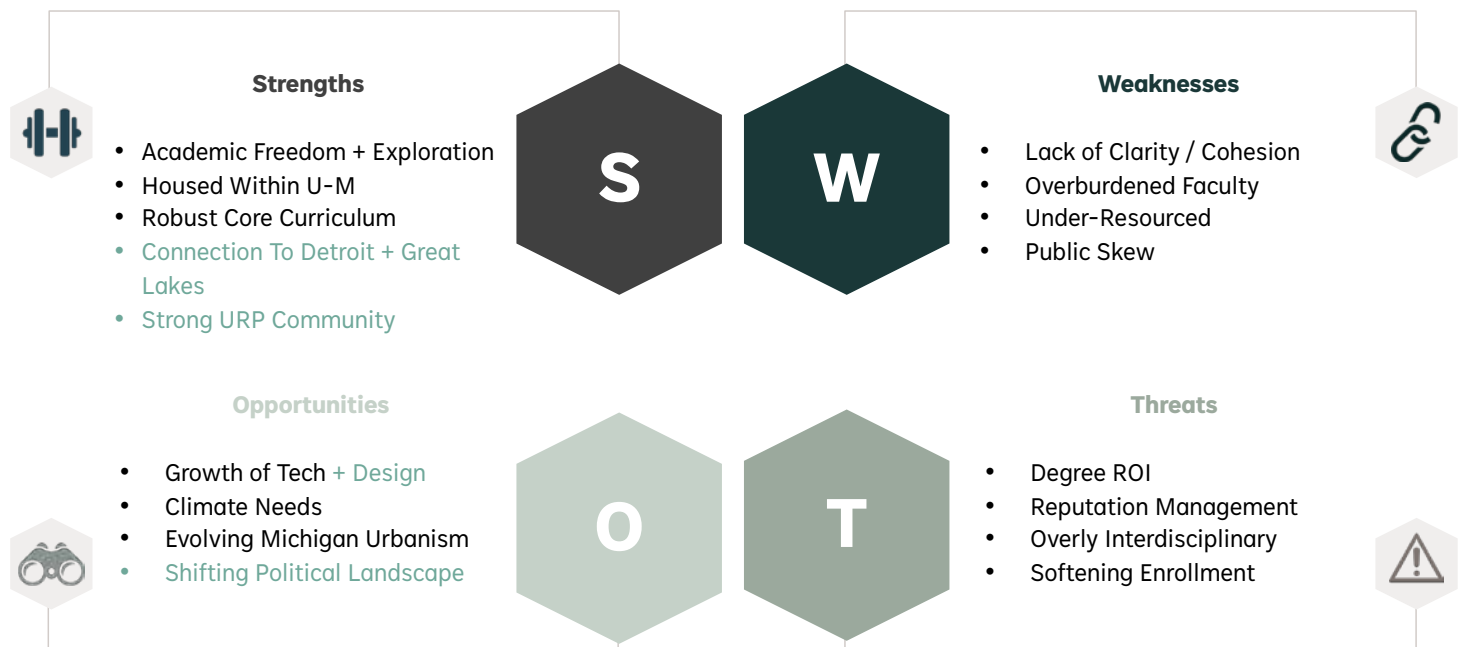
Unshrinking Cities

As Michigan may be returning to its 'roots', URP/UT educators and grads can set an agenda for redevelopment that ensures negative patterns of the past are not repeated.



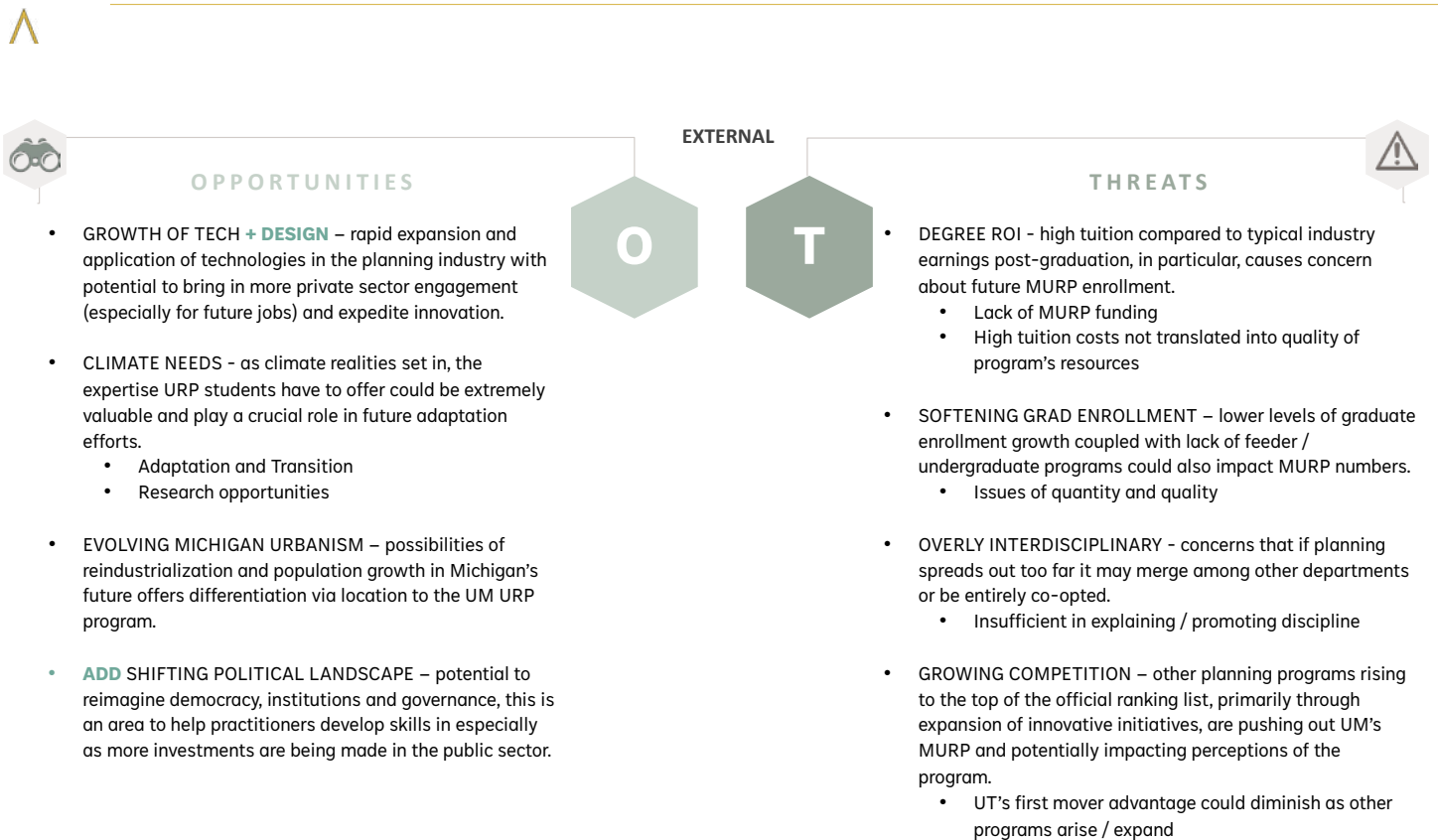
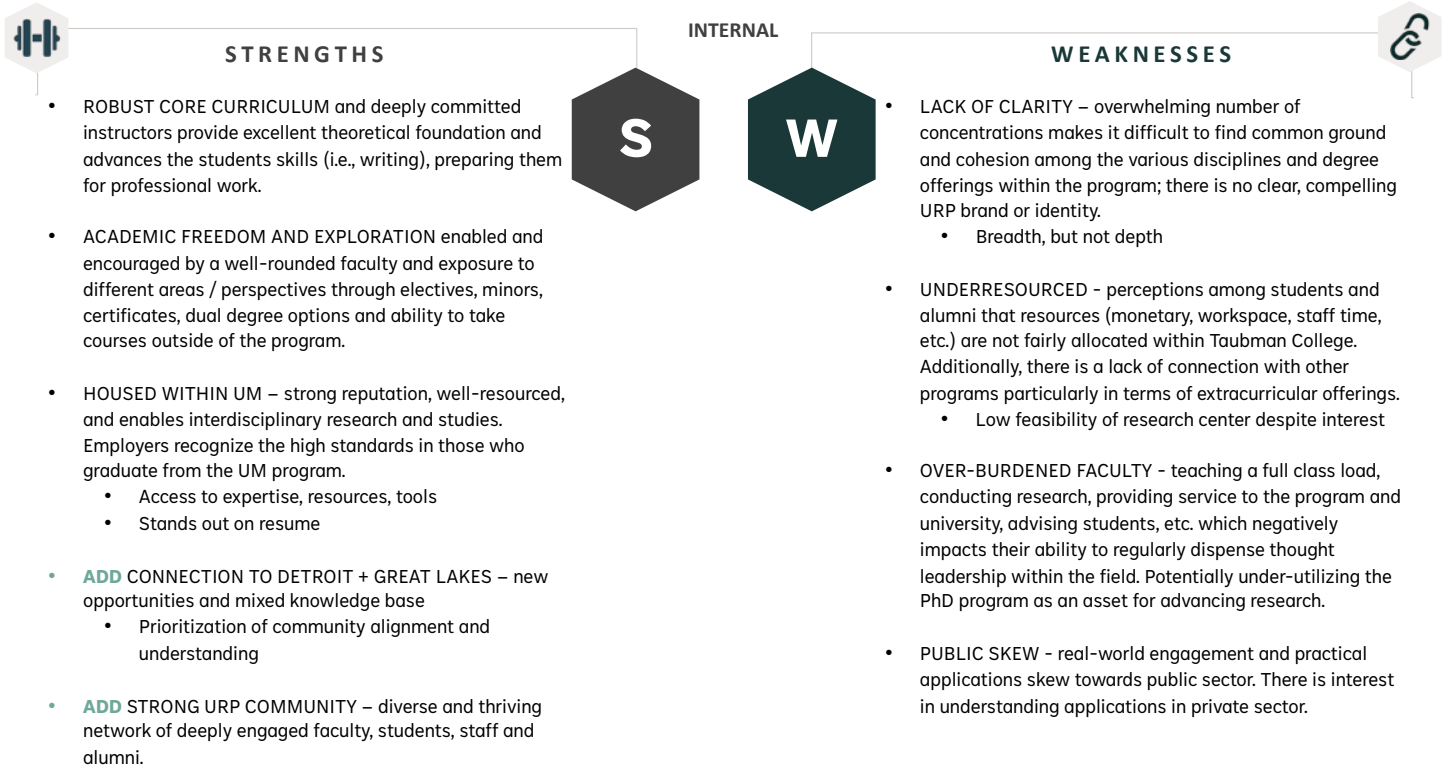
Embracing Humanscapes

Humans are complex, but the work of URP/UT educators and grads can find ways to tap into and bring out the best in people.



Note: SWOT = strengths, weaknesses, opportunities, and threats.

Appendix B – Foresight Summary and SWOT Analysis



Note: SWOT = strengths, weaknesses, opportunities, and threats.

Appendix C —

Performance Indicators

Short Name	Detailed Measure	Data Source
Research and Creative Practice		
Total annual citations	Total citations to U.R.P. faculty with Google Scholar profiles in the prior calendar year	Google Scholar
Faculty proposals	Number of U.R.P. faculty (tenure-track, practice-track or emeritus) submitting proposals for external support as principal investigators (PIs) or co-PIs	From report prepared by R+CP Staff
External funding	Total funding of externally funded proposals involving U.R.P. faculty as PIs or co-PIs	From report prepared by R+CP Staff
Funded proposals	Number of externally supported projects involving U.R.P. faculty (tenure-, practice-track or emeritus) as PIs or co-PIs	From report prepared by R+CP Staff
Student and faculty presentations		
Cross-disciplinary collaborations	Number of cross-disciplinary teaching and research collaborations	FAR Question (TBD)
Peer-reviewed publications	Number of faculty-authored peer reviewed publications in an academic year	FAR Question (TBD)
Peer-reviewed books	Number of faculty-authored peer reviewed books in an academic year	FAR Question (TBD)

Short Name	Detailed Measure	Data Source
Admissions		
M.U.R.P. admit rate	Percentage of complete applications admitted to the M.U.R.P. program	Joint admissions/student affairs dataset
M.U.R.P. yield rate	Percentage of admitted M.U.R.P. students who matriculate	Joint admissions/student affairs dataset
UT yield rate	Percentage of complete applications admitted to the UT program	Joint admissions/student affairs dataset
Ph.D. yield rate	Percentage of complete applications admitted to the Ph.D. program	Joint admissions/student affairs dataset
PAB Public Information		
Student retention rate	Percentage of students who began studies in the fall prior who continued into fall of the current academic year	Taubman College staff
Student graduation rate	Percentage of students graduating within 4 years, for the class entering 5 years prior	Taubman College staff
Number of degrees awarded	Number of degrees awarded in the prior academic year	Taubman College staff
AICP exam pass rate	Percentage of master's graduates taking the AICP exam within 3 years who pass, graduating class 5 years prior	Chair
Employment rate	Percentage of all graduates obtaining professional planning, planning-related, or other positions, <i>or continuing education</i> within 12 months of graduation, graduating class 2 years prior (PAB excludes continued education)	Taubman College staff

Short Name	Detailed Measure	Data Source
M.U.R.P. Learning Outcomes		
1. Stakeholder views	Incorporates diverse stakeholder views and knowledge. Scale: (1) poor quality or missing, (2) meets minimum standards, but below average, (3) typical of quality produced by professional planners, (4) exceeds professional standards of quality, award-worthy	Exit Project Evaluation Survey
2. Professional preparation	How satisfied are you with how well the program prepared you for a professional position? Scale: (4) very satisfied, (3) satisfied, (2) dissatisfied, or (1) very dissatisfied	Exit Project Evaluation Survey
3. Data analysis	Demonstrates the collection, analysis, and interpretation of quantitative and qualitative data from a variety of sources (same scale as 1)	Exit Project Evaluation Survey
4. Communications	Demonstrates effective use of visuals and text to communicate data interpretation and illustrate proposed policies, plans, and/or designs (same scale as 1)	Exit Project Evaluation Survey
5. Proposals	Contains proposals (recommendations, policies, or designs) that advance social justice and/or sustainability as a key societal goal (same scale as 1)	Exit Project Evaluation Survey

Appendix C — Performance Indicators

Short Name	Detailed Measure	Data Source
UT Learning Outcomes		
Forthcoming		
Ph.D. and Other Measures		
Distribution of Ph.D. students among U.R.P. advisors		Ph.D. Director
Ph.D. program satisfaction		Ph.D. Survey
Enrollment from non-Taubman students in U.R.P. courses		Taubman College Staff
Engagement Measures		
Client engagements	Number of client engagements for courses and research	FAR question (TBD)
Large-scale client share	Share of clients who are state, national, and global	FAR question (TBD)
LinkedIn group members	The total number of members of the Taubman College Urban and Regional Planning Program LinkedIn group, in May	Chair
Facilities		
Student and faculty satisfaction with program facilities	<i>Satisfaction score from future survey question</i>	Taubman College Survey (TBD)

Note: AICP = American Institute of Certified Planners, FAR = Faculty Activity Record, M.U.R.P. = Master of Regional Planning program, PAB = Planning Accreditation Board, RP = Regional Planning, TBD = to be determined, UT = Urban Technology.