

Public Information: BSCR

The Planning Accreditation Board requires this information be posted for the City and Regional Planning program at The Ohio State University.

| Student Achievement | | | |
|---|--|--|----|
| <p>A. The program used a 2018 survey of alumni who graduated 2-5 years ago (Academic Years 2013-2016) to find out whether the program adequately prepared them in core competencies for professional practice. 40 of 132 responded to the survey (30.3% response rate).</p> <p><i>Respondents rated their agreement with the statement "The program adequately prepared me to...":</i></p> | | | |
| Student Achievement (Alumni survey based on BSCR student who graduated 2-5years ago) | Percentage who <u>strongly agree</u> <u>or agree with</u> <u>the statements</u> | Percentage who were <u>neutral with</u> <u>the statements</u> | N |
| Work in interdisciplinary teams, collaborate with clients, the public, and work teams. | 90.0 | 2.5 | 40 |
| Understand the big picture, while thinking creatively and innovatively to solve micro and macro level planning problems. | 97.5 | 2.5 | 40 |
| Understand the interdisciplinary nature of planning. | 87.5 | 10.0 | 40 |
| Advocate for interests on behalf or with a group in the community. | 80.0 | 17.5 | 40 |
| Use tools and methods to understand and plan for cities & regions. | 77.5 | 5.0 | 40 |
| Have cultural competencies in engaging in practice. | 70.0 | 22.5 | 40 |
| Use the latest information technology to analyze and solve planning problems. | 50.0 | 27.5 | 40 |
| Thrive in a professional planning office setting. | 60.0 | 25.0 | 40 |
| Enter practice based on my studios and other applied coursework. | 67.5 | 15.0 | 40 |
| Enter professional practice with a portfolio of real-world experiences. | 67.5 | 15.0 | 40 |
| Prepare pragmatic policy analysis and write policies/laws to influence city and regional form and use. | 27.5 | 27.5 | 40 |
| <p>B. Internship:</p> <ul style="list-style-type: none"> 69% of the students that graduated in Spring 2018 participated in a paid or unpaid internship (13 of the 26 BSCR students who graduated in Spring 2018 responded to the exit survey). <p>C. Other measures to define student achievement (from the exit survey)</p> <ul style="list-style-type: none"> 38.5% of the students who responded have secured a position or obtained admission to an educational program prior to graduation. | | | |

Student Achievement

D. Graduate Satisfaction (the exit survey)

- 77% of students reported that they were satisfied or very satisfied and 3 of the 13 (23%) students reported that they felt neutral about their overall experience in the BSCR program.

E. Portfolio Assessments

- Seniors must complete a final portfolio as a requirement of graduation (CRPLAN 4950, SP17). The Undergraduate Committee assesses these portfolios using a three-level scale of Excellent, Acceptable, and Needs Improvement. Minimum criteria: 85% of graduating seniors earning acceptable or above on their senior portfolio. Criteria for excellence: 30% of graduating seniors earning excellent upon second review. These results are benchmarked and monitored.

Senior Portfolio Assessment

| | 2015-2016 | 2016-2017 | 2017-2018 |
|---|-----------|-----------|-----------|
| Number senior portfolios submitted | 37 | 34 | 39 |
| Percent Acceptable or Above upon first review | 100% | 100% | 100% |
| Percent Excellent upon second review | 100% | 100% | 100% |

F. Studio Skill Assessments

- The expectation is that the studio courses will allow juniors and seniors to demonstrate mastery of the core competencies. To that end, 3 instructors for AU 2018 (CRPLAN 4910S) were asked to rate their students' performance on the core competencies. We evaluate these measures every three years.

Instructor Rating of Student Performance in Studio on Core Competencies (21 students rated)

0=none 1=rudimentary 2=considerable 3=mastery 4=outstanding

| | Mean | Median |
|---|---------|---------|
| Advocacy: Be able to comprehend and discriminate among the goals that an individual, group, community and organization holds when considering the future including the values of justice, equity, and fairness. Have the ability to advocate for an interest on behalf or with a group in the community. | 3.1/4.0 | 3.0/4.0 |
| Analytical/Technical Skills: Be able to utilize tools and methods to understand and plan for cities and regions to provide more humane, equitable, sustainable, and efficient urban futures. | 3.2/4.0 | 3.0/4.0 |
| Collaboration: Understand collaborative methods and be able to apply them in a professional context. Including the ability to work in interdisciplinary teams, collaborate with clients, the public, and work teams. Have the ability to negotiate conflicts and understand the perspective of diverse stakeholders. | 3.2/4.0 | 3.0/4.0 |
| Communication: Be able to communicate visually, orally, and in writing. Have the ability to prepare plans in print and multimedia format. | 3.0/4.0 | 3.0/4.0 |
| Global View: Be able to describe how global issues have local impact. Be able to understand how local plans can contribute to global problems, such as climate change. | 3.1/4.0 | 3.0/4.0 |
| History: Understand the historical and contemporary analysis of global and American urbanization. Have the ability to identify tools to preserve history in cities and regions. | 3.0/4.0 | 3.0/4.0 |

| Student Achievement | | |
|---|---------|---------|
| Interdisciplinary: Understand and respect the interdisciplinary nature of planning through taking courses both in planning and allied disciplines. Be able to collaborate in interdisciplinary teams. | 3.0/4.0 | 3.0/4.0 |
| Policy/Law: Have the ability to prepare pragmatic policy analysis and write policies and laws to influence city and regional form and use. | 2.9/4.0 | 3.0/4.0 |
| Professional Experience: Be prepared to enter professional practice with a portfolio of real-world experiences. Students will have experience in the central Ohio area as a teaching laboratory through class projects and internships | 2.8/4.0 | 3.0/4.0 |
| Professional Use of Self: Students will have refined their personal skills allowing them to thrive in a professional planning office setting. | 2.9/4.0 | 3.0/4.0 |
| Tech-Savvy: Be able to use the latest information technology to analyze and solve planning problems. | 3.3/4.0 | 3.0/4.0 |
| Vision: Be able to understand the big picture, while thinking creatively and innovatively to solve micro and macro level planning problems. | 2.8/4.0 | 3.0/4.0 |

| 2018-19 Tuition and Fees | |
|---|-------------|
| In State Residents, per full-time academic year | \$11,215.20 |
| Out of State Residents, per full-time academic year | \$31,231.20 |

| Student Retention Rate | Percent |
|--|----------------|
| Percentage of students who began studies in fall 2017 and continued into fall 2018 | 93.6 % |

| Student Graduation Rate | Percent |
|--|----------------|
| Percentage of students graduating within 6 years, entering class of 2012 | 100.0 % |

| Number of Degrees Awarded | |
|---|----|
| Number of degrees awarded for the 2017 - 2018 Academic Year | 39 |

| AICP Certification | Percent |
|---|----------------|
| Percentage of bachelor's graduates taking the AICP exam within 7 years who pass, graduating class of 2011 | 100 % |

| Employment | Percent |
|--|----------------|
| Percentage of graduates obtaining full-time planning or planning-related employment within 12 months of graduation, graduating class of 2017 | 78.6 % |

| Graduate Education | Percent |
|--|----------------|
| Percentage of graduates furthering education in graduate programs within 12 months of graduation, graduating class of 2017 | 7.1 % |