Strategic Plan

for the Department of Urban and Regional Planning   April 2017

SJSU
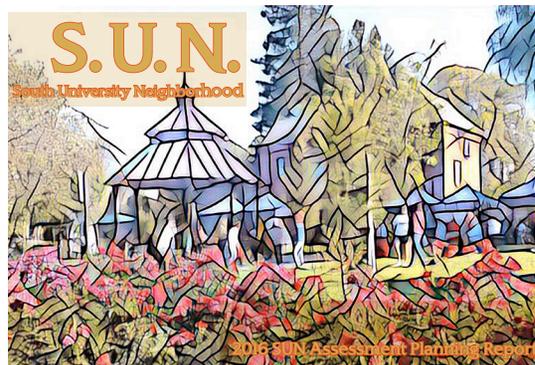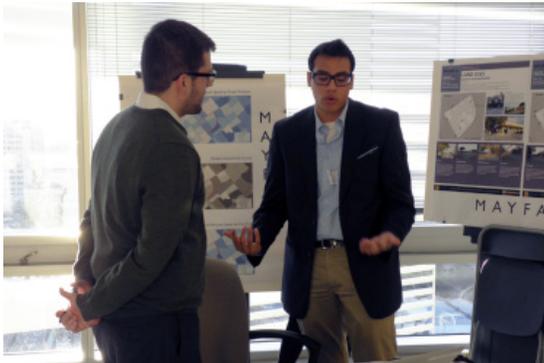
I. Introduction

This plan lays out the foundational principles that guide the Department of Urban & Regional Planning: our vision, values, mission, and objectives. Faculty developed the plan in 2016-17 through a reflective and inclusive process, gathering input at multiple stages from students, alumni, local professionals, and other community supporters.

The plan begins by reviewing key guidelines that shape our work, which come from the Planning Accreditation Board, San José State University (SJSU), and SJSU's College of Social Sciences. Section III then presents the core content, our vision, values, mission, and objectives, and Section IV lays out a plan implementation process, including details on specific performance indicators that will be used. Finally, appendices present supporting materials explaining the strategic planning process used to create this final plan.

II. Context Shaping the SJSU-MUP Strategic Plan

The faculty prepared their plan to support the mission of three organizations that guide our work: the Planning Accreditation Board, San Jose State University, and the College of Social Sciences.

Planning Accreditation Board Guidelines

The mission of the Planning Accreditation Board (PAB), which accredits university programs in North America leading to bachelor's and master's degrees in planning, is to "ensure high quality education for future urban planners." PAB requires that MUP graduates learn the following essential knowledge, skills, and values central to the planning profession[1]:

1. General planning knowledge: The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.
   a) Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have.
   b) Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
   c) Planning Law: appreciation of the legal and institutional contexts within which planning occurs.
   d) Human Settlements and History of Planning: understanding of the growth and development of places over time and across space.
   e) The Future: understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

[1]Planning Accreditation Board, "PAB Accreditation Standards and Criteria, Approved April 14, 2012," http://www.planningaccreditationboard.org/index.php?s=file_download&id=112 (accessed April 14, 2017).

f) Global Dimensions of Planning: appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

2. Planning skills: The use and application of knowledge to perform specific tasks required in the practice of planning.
   a) Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources.
   b) Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations.
   c) Quantitative and Qualitative Methods: data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.
   d) Plan Creation and Implementation: integrative tools useful for sound plan formulation, adoption, and implementation and enforcement.
   e) Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities.
   f) Leadership: tools for attention, formation, strategic decision-making, team building, and organizational/community motivation.

3. Values and ethics: Values inform ethical and normative principles used to guide planning in a democratic society. The program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:
   a) Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
   b) Governance and Participation: appreciation of the roles of officials, stakeholders, and community members in planned change.
   c) Sustainability and Environmental Quality: appreciation of natural resource and pollution control factors in planning, and

understanding of how to create sustainable futures.
   d) Growth and Development: appreciation of economic, social, and cultural factors in urban and regional growth and change.
   e) Social Justice: appreciation of equity concerns in planning.

San Jose Staté University Mission

The university describes its mission through a mission statement, learning goals, and statement about character and commitment, as follows[2]:

In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

University Learning Goals

San Jose State University graduates will have developed:
- Specialized Knowledge
  - Depth of knowledge required for a degree, as identified by its program learning outcomes.
- Broad Integrative Knowledge
  - Mastery in each step of an investigative, creative or practical project (e.g. brainstorming, planning, formulating hypotheses or complex questions, designing, creating, completing and communicating).
  - An understanding of the implications of results or findings from a particular work in a societal context (e.g. social or economic implications of a scientific finding).
  - Students graduating with a baccalaureate degree will have Applied Knowledge

[2]San José State University, "Mission," http://www.sjsu.edu/about_sjsu/mission/ (accessed April 14, 2017).

- The ability to integrate theory, practice and problem solving to address practical issues.
- The ability to apply their knowledge and skills to new settings or in addressing complex problems.
- The ability to work productively as individuals and in groups.
- Social and Global Responsibilities
  - The ability to act intentionally and ethically to address a global or local problem in an informed manner with a multicultural and historical perspective and a clear understanding of societal and civic responsibilities.
  - Diverse and global perspectives through engagement with the multidimensional SJSU community.

Character and Commitment

San Jose State University is a major, comprehensive public university located in the center of San Jose and in the heart of Silicon Valley. SJSU is the oldest state university in California. Its distinctive character has been forged by its long history, by its location, and by its vision -- a blend of the old and the new, of the traditional and the innovative. Among its most prized traditions is an uncompromising commitment to offer access to higher education to all persons who meet the criteria for admission, yielding a stimulating mix of age groups, cultures, and economic backgrounds for teaching, learning and research. SJSU takes pride in and is firmly committed to teaching and learning, with a faculty that is active in scholarship, research, technological innovation, community service and the arts.

College of Social Sciences Mission

The Department of Urban and Regional Planning is part of San José State University's College of Social Sciences (COSS). As the college explains:

> The mission of the College of Social Sciences is to educate students in human behavior, in its many past and present cultural forms, in individual, group, national and international contexts, and to empower students as democratic participants in a rapidly changing world. Students develop a solid foundation in the social sciences, and understand how knowledge in the social sciences is acquired and evaluated. Students think analytically about themselves and the world in which they live. They prepare for a wide variety of careers in education, the professions, business, government, and social services. This mission is supported by a proud tradition of scholarship, creative activity, and service to the community.[3]


[3]San José State University, College of Social Sciences, "About Us," http://www.sjsu.edu/socialsciences/about/ (accessed April 14, 2017).

III. URBP Values, Vision, Mission, Goals, and Objectives

Values

Underpinning the department's mission statement and goals lies a commitment to five core values:

- **Diversity** – appreciating that creative and effective work comes from considering different perspectives
- **Inclusivity** – serving and providing opportunity for all, with a special commitment to those less advantaged
- **Innovation** – exploring, testing, and creating new processes and techniques that create value
- **Integrity** – working with the highest respect for the AICP Code of Ethics, best practices in planning practice, and rigorous scholarship
- **Sustainability** – supporting long-lasting environmental, social, and economic health
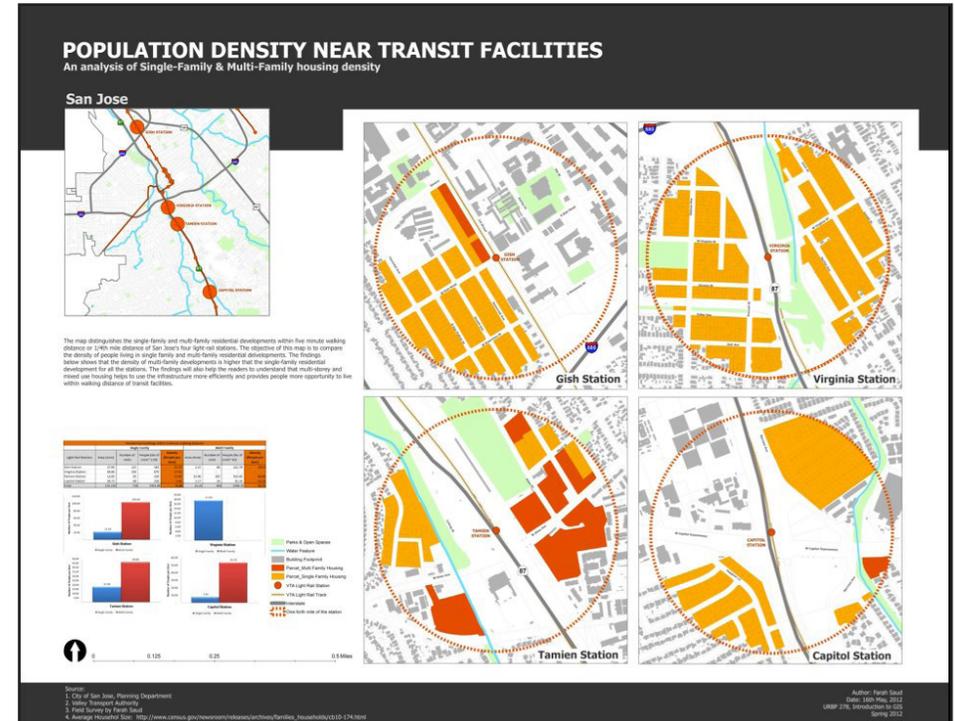
Vision

Be a graduate program of choice for students and faculty who empower and strengthen diverse communities, transform planning practices with technology, and affect policy and planning within the innovative Silicon Valley culture.

Mission

Using Silicon Valley as a living lab, prepare diverse planning leaders who affect transformative change and create just, sustainable, and vibrant communities.

Goals & Objectives

Goal 1: Our graduates excel in their work in planning and related fields in the public, private, nonprofit, and civic sectors

- **Objective 1A:** Graduates have both a broad-based understanding of planning theory and practice and, for those who wish, deeper knowledge in a planning sub-field
- **Objective 1B:** Students engage directly with diverse planning constituencies through community-based research and learning experiences, with a special focus on Silicon Valley
- **Objective 1C:** Students graduate ready to apply cutting-edge and innovative planning concepts, methods, and techniques
- **Objective 1D:** Graduates have excellent written, oral, and visual communications skills
- **Objective 1E:** The department recruits and retains an accomplished and diverse faculty, both academics and practitioners, to expose students to multiple perspectives and models of excellence in planning and related fields.
- **Objective 1F:** Students have access to state-of-the-art facilities, equipment, and resources to support student learning
- **Objective 1G:** Students, faculty, alumni, and the professional community have strong connections that support their professional development and practice

Goal 2: The MUP program recruits and graduates a growing and diverse student population

- **Objective 2A:** The student body reflects the diversity of the Northern California region
- **Objective 2B:** The MUP program accommodates the scheduling, advising, and curricular requirements of both full-time and part-time students
- **Objective 2C:** A high proportion of admitted MUP students graduate within 5 years
- **Objective 2D:** The MUP program is one of choice for a growing number students

Goal 3: Department faculty and students advance planning practice and knowledge through professional work, civic engagement, and scholarly research

- **Objective 3A:** Faculty and students work with and for local governments, communities, nonprofits, and the private sector to shape strong, sustainable communities
- **Objective 3B:** Faculty and students develop new knowledge and innovative planning practices

Goal 4: MUP students and faculty earn external recognition for the excellence of the MUP program and the professional contributions made by students and, faculty

- **Objective 4A:** MUP students and faculty earn external community recognition for the excellence of the MUP program and the professional contributions made by students and faculty

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[4] Here, the faculty define diversity in terms of planning subfield, and academic discipline, as well as the SJSU-defined aspects of diversity: gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation, language, among others, and the intersection of these aspects.

[5] SJSU defines diversity as the active appreciation, engagement, and support of ALL campus members in terms of their backgrounds, identities and experiences (as constituted by gender, socioeconomic class, political perspective, age, race, ethnicity, religion, sexual orientation, disability, regional origin, nationality, occupation, language, among others, and the intersection of these aspects).

IV. Plan Implementation Process

At the beginning of the academic year each August, department faculty will select three of their members to a Strategic Plan Evaluation Committee. The members will normally be the URBP Department Chair, URBP Graduate Student Advisor, and URBP Assessment Coordinator. (If one person holds two of those roles, a third faculty member will be chosen.)

The committee members will select a committee chair responsible for leading the data collection and analysis. The committee chair will receive a one-semester course buyout of either one or two units.

The committee will gather data to assess how well the MUP program is meeting the plan's goals and objectives, with most of this work happening in January and February. Table 1 lays out detailed guidelines for how the plan will be assessed, presenting performance indicators, benchmarks, and analysis and action steps.

The committee will share the results of the assessment at a half-day Strategic Plan Retreat (March or April) attended by faculty and a representative of the URBP student group, the Urban Planning Coalition. At this retreat, participants will identify steps to take during the following academic year to continue successful plan implementation. After the retreat, the committee will conclude its work by preparing a plan implementation strategy for the coming year.

Every two years, the department will share the results of the plan evaluation with the URBP Advisory Committee, to solicit feedback and advice.

Table 1: Strategic Plan Performance Indicates, Benchmarks, and Steps for Analysis and Actions

Goal 1: Our graduates excel in their work in planning and related fields in the public, private, nonprofit, and civic sectors			
Objectives	**Performance Indicator/ Measurement Tool**	**Program Benchmark**	**Analysis/Action Plan**
1A: Graduates have both a broad-based understanding of planning theory and practice and, for those who wish, deeper knowledge in a planning sub-field	Evidence of student learning based on the department's student learning objectives (SLOs).	• 90% "meet" the standards • 30% exceed the standards	• In Fall 2017, review and update the SLO assessment metrics • Each spring, review results of SLO assessment, in conjunction with reporting outcomes to SJSU • Identify areas for improvement and implement changes, as needed
	Responses to Student Exit Survey questions about how well the MUP program prepared them for a career in planning	• At least 80% of graduating students say the program has prepared them well or very well for a career in planning • At least 50% of graduating students each semester feel the program prepared them very well	• Each spring, review survey results from the prior 2 semesters • Identify areas for improvement and implement changes, as needed
	Responses to Recent Graduate Employment Survey questions about how well the MUP program prepared them for a career in planning	• At least 80% of recent graduates say the program has prepared them well or very well for a career in planning • At least 50% feel the program prepared them very well	• Need to design new survey questions for the Fall 2017 survey • Each spring, review survey results • Identify areas for improvement and implement changes, as needed
	MUP curriculum compliance with PAB guidelines	The MUP curriculum fully meets PAB guidelines	• Identify opportunities to improve the MUP curriculum with a curriculum review process each time PAB updates its curriculum guidelines OR every three years, whichever is sooner. • Make curriculum changes, as needed

Goal 1: Our graduates excel in their work in planning and related fields in the public, private, nonprofit, and civic sectors

Objectives	Performance Indicator/ Measurement Tool	Program Benchmark	Analysis/Action Plan
	Number and content of "Focus Areas" and Graduate Certificates offered	The department offers at least 4 Focus Areas and accompanying Graduate Certificates in planning subfields of current professional interest	• Review the Focus Areas and accompanying Graduate Certificates every 2 to 3 years to (1) identify ways to improve the curriculum content, and (2) consider adding or deleting Focus Areas/certificates • Make curriculum changes, as needed
1B: Students engage directly with diverse planning constituencies through community-based research and learning experiences, with a special focus on Silicon Valley	Numbers of courses in which students engage in this way	Every year, the MUP program offers 3 courses with this type of engagement, of which at least one is a core course	• In Fall 2017, set up criteria for how to identify these courses • Every spring, review syllabi from that academic year to identify relevant courses • As needed, implement strategies to increase the number of courses
	Student responses to a question in the MUP Exit Survey	The benchmark will be determined in Fall 2017, in conjunction with designing a relevant survey question	• In Fall 2017, design a new question about this for the MUP Exit Survey • Every semester, collect data from graduating students • As needed, make curriculum changes
1C: Students graduate ready to apply cutting-edge and innovative planning concepts, methods, and techniques	MUP courses are offered in which students learn to apply these concepts, methods, and techniques	Every semester, the MUP program offers at least 4 courses with this type of learning	• In Fall 2017, set up criteria for how to identify these courses • Ever spring, review course syllabi from that academic year to document relevant courses • As needed, make curriculum changes

Goal 1: Our graduates excel in their work in planning and related fields in the public, private, nonprofit, and civic sectors			
Objectives	**Performance Indicator/ Measurement Tool**	**Program Benchmark**	**Analysis/Action Plan**
	Partnerships between the faculty and partners external to the department who can support student learning in these concepts, methods, and techniques	Every year, have at least 1 such partnership active, and develop at least 3 new partnerships over the next 5 years.	• Annually review syllabi to identify relevant courses • Encourage faculty to develop partners outside the department • Pending available resources, allocate faculty with such partnership projects some department support (e.g., student assistant time or faculty assigned time)
	Public lectures, symposia, conferences, etc., sponsored by the department, the Institute for Metropolitan Studies (IMS), and/or the Urban Planning Coalition (UPC) that address cutting-edge and innovative planning concepts, methods, and techniques	At least 2 public events a year	• IMS will develop a new lecture series • Collaborate with the UPC to incorporate these topics into their symposia/conferences
	The department alerts students to educational opportunities in the community	At least 25 relevant announcements per year sent out over SJSU_MURPs	• Every spring, review MURPs postings to document relevant events • If more postings are needed, ask UPC to help and/or assign one faculty member to find and post items
1D: Graduates have excellent written, oral, and visual communications skills	Results of the department's assessment of SLOs on communication skills (SLO 2a, 2b, 2c)	- 90% "meet" the standard - 30% "exceed" the standards	• In Fall 2017, review and update the SLO assessment process • Each spring, review results of SLO assessment, in conjunction with reporting outcomes to SJSU • As needed, modify the curriculum to help students improve their skills

Goal 1: Our graduates excel in their work in planning and related fields in the public, private, nonprofit, and civic sectors			
Objectives	**Performance Indicator/ Measurement Tool**	**Program Benchmark**	**Analysis/Action Plan**
	Response to Student Exit Survey questions about communication skills	Benchmark to be determined after the rubrics and Student Exit Survey questions are reviewed and revised–	• In Fall 2017, consider revising the rubrics used to evaluate these SLOs • In Fall 2017, review and revise the Student Exit Survey questions • Every semester collect and analyze data, and identify areas for improvement • As needed, implement changes
1E: The department recruits and retains an accomplished and diverse* faculty, both academics and practitioners, to expose students to multiple perspectives and models of excellence in planning and related fields	Faculty race and ethnicity: • % of faculty who are a race other than white-only • % of faculty who are Hispanic	At least as diverse as faculty in PAB-accredited masters programs	• Annually review the department and PAB-wide data • Identify any needed areas to target recruitment of new part-time and/or full-time faculty • As needed, implement new recruitment strategies
	Gender: % of faculty who are female	At least as high a percent of women as faculty in PAB-accredited masters programs	• Annually review the department and PAB-wide data • Identify any needed areas to target recruitment of new part-time and/or full-time faculty • As needed, implement new recruitment strategies
	Professional positions of the part-time faculty	At least 33% of faculty are working professionally in planning or a related field	• Annually review the data • Identify any needed areas to target recruitment of new part-time and/or full-time faculty • As needed, implement new recruitment strategies

Goal 1: Our graduates excel in their work in planning and related fields in the public, private, nonprofit, and civic sectors			
Objectives	**Performance Indicator/ Measurement Tool**	**Program Benchmark**	**Analysis/Action Plan**
	Disciplines in which the faculty hold undergraduate and graduate degrees	Faculty hold prior degrees in a wide range of disciplines	• Annually review the data • Identify any needed areas to target recruitment of new part-time and/or full-time faculty • As needed, implement new recruitment strategies
	Faculty activity in scholarship and service	• Faculty are actively involved in publishing and presenting their work • Faculty serve in a wide range of capacities	• Each year, ask faculty to report on their professional accomplishments. When possible, link collection of this material to the SJSU RTP process and/or the College of the Social Sciences collection of data on professional accomplishments • Review the data and identify areas where more faculty activity is needed • As needed and as resources permit, provide faculty with additional support for scholarship and service
1F: Students have access to state-of-the-art facilities, equipment, and resources to support student learning	Students have access to well-functioning computers with up-to-date software, in both the department computer lab and WSQ 218 "lounge"	• Computers are efficiently running the latest version (or one version earlier) of needed software • Computers are upgraded to dual-booting capacity, so that students can run either the Windows or Mac operating system • Facilities have been updated to more flexible spaces where students can hook up their own laptops, as desired, to power, keyboards, and large monitors • The computer lab has video-conference capacity, to permit collaboration with remote classrooms	• In Fall 2017, create a faculty committee to develop a 1-to-2 year plan for a refresh of the computer lab and WSQ 218 lounge • Every 2 years, assess the state of computer facilities to identify needs • As needs and funds permit, upgrade the computers and facilities

Goal 1: Our graduates excel in their work in planning and related fields in the public, private, nonprofit, and civic sectors			
Objectives	Performance Indicator/ Measurement Tool	Program Benchmark	Analysis/Action Plan
	Students have access to physical meeting spaces for collaborative work	Meeting spaces on campus are regularly available	• Every spring, assess and document available spaces on campus, such as the WSQ 218 lounge and meeting rooms in the SJSU library • If meeting space becomes unavailable, look for alternative spaces on campus to advertise to students
	Students have access to technology tools that facilitate collaborate learning	A wide range of technology tools are available	• Every spring, assess and document relevant tools (e.g., course management systems, conference call services, traditional websites, and social networking spaces) • As needed, look for and teach students to use new free or low-cost options
1G: Students, faculty, alumni, and the professional community have strong connections that support their professional development and practice	Students interact with alumni and the professional community through class activities	At least 6 classes a semester have students interact with alumni and/or other members of the professional community	• In Fall 2017, set up criteria for how to identify these courses • Every spring, review course syllabi from that academic year to document relevant student/ alumni interactions • In MUP alumni surveys, ask for the names of people willing to participate in MUP class activities and share this information with relevant instructors • As needed, work with the Alumni Steering Committee to identify additional alumni willing to support students

Goal 1: Our graduates excel in their work in planning and related fields in the public, private, nonprofit, and civic sectors			
Objectives	**Performance Indicator/ Measurement Tool**	**Program Benchmark**	**Analysis/Action Plan**
	Student interaction with alumni and the professional community through events	Support at least 4 events a year where students and alumni interact (e.g., symposia, career development workshops, and social events like the winter holiday party)	• Every spring, document events from the past year • Encourage our partner event organizers (UPC, the Institute for Metropolitan Studies) to plan for student-alumni interactions • In MUP alumni surveys, ask for volunteers to participate in events • As needed, work with the Alumni Steering Committee to produce additional events
	SJSU MUP Alumni Association activities	The SJSU MUP Alumni Association Steering Committee has developed the following list of priorities for the coming years: • Bringing identity to the Alumni Association and better connecting alumni (e.g., creating a logo, exploring different social media and email marketing programs to reach alumni, and planning for our yearly event at the State APA conference) • Strategizing how to better serve our alumni, such as helping alumni obtain continuing education in management training within the planning field • Increase alumni participation in fundraising activities to provide grants to planning students	• Every spring, document Alumni Association activities from the past year • Faculty and students connect with the Alumni Association Steering Committee to support their work
	Students, alumni, and others in the community participate in the SJSU_MURPs email group.	The group maintains a healthy membership and there are at least 200 postings a year sharing information on Bay Area planning-related jobs, internships, educational events, and networking events	• Every spring, document the number of postings • Encourage incoming MUP students to sign up for the list • The department allocates Student Assistant time to identify and post material • Faculty actively encourage participation from new people

Goal 2: The MUP program recruits and graduates a growing and diverse student population

Objectives	Performance Indicator/ Measurement Tool	Program Benchmark	Analysis/Action Plan
2A: The student body reflects the diversity* of the Northern California region	Student race and ethnicity	Students are as or more diverse than the San Francisco Bay area population	• Compare student data to ACS data for the San Francisco Bay Area • Identify areas for improvement • As needed, develop new strategies to recruit students from underrepresented groups (e.g., recruit from the SJSU Mexican-American Studies and African-American Studies programs)
	Percent of students receiving Federal Financial Aid	33% or more students receive federal financial aid	• Every spring, gather data for that academic year • As needed, educate potential applicants about the availability of financial aid • As needed, identify recruitment strategies that reach low-income applicants
	Field of study (major) for students who enter the program	Students have prior degrees in a diverse set of majors	• Every spring, document this for all admitted students • As needed, identify recruitment strategies that reach applicants from diverse academic backgrounds (e.g., target engineering or sociology majors)
2B: The MUP program accommodates the scheduling, advising, and curricular requirements of both full-time and part-time students	MUP exit survey responses indicate that students felt the MUP program accommodated their scheduling needs	At least 80% of students felt the program accommodated their scheduling needs	• In Fall 2017, design a new question for the MUP Exit Survey that collects this information and asks for recommendations on how to better accommodate student needs • Every semester collect data through the MUP exit survey, and review results each spring • As needed, revise course schedules to better accommodate all students

Goal 2: The MUP program recruits and graduates a growing and diverse student population			
Objectives	**Performance Indicator/ Measurement Tool**	**Program Benchmark**	**Analysis/Action Plan**
	Students can complete the program requirements by taking only courses scheduled in the late-afternoon, evening, or on weekends (LA/E/W)	Every semester that a required (core) course is offered, at least 1 section is offered LA/E/W. Most electives are also offered LA/E/W.	• Every spring, review data from the academic year to assess whether we are meeting this objective • As needed, revise course scheduling to better accommodate all students
	Faculty offer office hours that accommodate the needs of students with workday scheduling constraints	Faculty offer office hours in the late afternoon/evening, and/or schedule office hours "by appointment" to meet students schedules, and/or offer telephone appointments in addition to in-person meetings	• Every spring, review syllabi from the academic year to assess whether changes are needed • As needed, work with faculty to help them better match their availability with student preferences
2C: A high proportion of admitted MUP students graduate within 5 years	One-year retention rate for MUP students	1-year retention rate of at least 85%	• Every spring, review retention rate data collected for PAB annual reports • As needed, implement strategies to improve rates
	5-year graduation rates	5-year graduation rate of 80% or higher	• Every spring, review graduation rate data collected for PAB annual reports • As needed, implement strategies to improve rates

Goal 2: The MUP program recruits and graduates a growing and diverse student population

Objectives	Performance Indicator/ Measurement Tool	Program Benchmark	Analysis/Action Plan
2D: The MUP program is one of choice for a growing number students	Admissions data: • # of applicants • % of admitted students who enroll	• At least 80 applicants • At least 75% of admitted students enroll (called the "show rate" in SJSU data)	• Every spring, review admissions data and discuss strategies to improve, if needed • Maintain and expand the department's Marketing Database (email addresses) • To increase demand for the MUP program, widely market the MUP degree and the certificates, as well as professional and scholarly contributions • In AY 2018-19, develop a new URBP Outreach & Marketing Plan
	GPA for top quartile of admitted students	Top quartile of admitted students have a GPA of 3.6 or higher (Note: we do not want a GPA at that level for all students, as we aim to serve a diverse group of students)	• Every spring, review GPA data for admitted students • As needed, implement recruiting strategies to improve performance
	Number of MUP majors each fall	100 majors ("headcount" in SJSU data)	• Every spring, review data • As needed, implement recruitment and retention strategies to increase numbers
	Student FTE	Student FTE of 70 (as calculated for PAB Annual Reports)	• Every spring, review data • As needed, implement recruitment and retention strategies to increase numbers

Goal 3: Department faculty and students advance planning practice and knowledge through professional work, civic engagement, and scholarly research			
Objectives	Performance Indicator/ Measurement Tool	Program Benchmark	Analysis/Action Plan
3.a. Faculty and students work with and for local governments, communities, nonprofits, and the private sector to shape strong, sustainable communities	Faculty and student participation in community planning events and activities	Faculty and students participate in at least 3 activities each year	• Every spring, collect data through a review of course syllabi and faculty CVs • As needed, identify and implement strategies to increase participation
3.b. Faculty and students develop new knowledge and innovative planning practices	Faculty and student presentations of scholarship and creative activity	Faculty and students actively present their work	• Every spring, collect data through a review of faculty CVs • In Fall 2017, work with the Urban Planning Coalition to design a new Student Activity Survey asking current students about their professional activity over the past year (presentations, publications, work experience, awards, etc.) • Administer the Student Activity Survey to students every January • As needed, identify and implement strategies to increase activity
	Faculty and students publish their scholarship as scholarly, professional, and general media publications	Faculty and students actively publish their work	• Every spring, collect data through a review of faculty CVs • Collect student activity data using the new Student Activity Survey, described above • As needed, identify opportunities to better support faculty and students in the publication process

Goal 4: The community recognizes the excellence of the MUP program and the value the department provides to students, the community, and the profession			
Objectives	Performance Indicator/ Measurement Tool	Program Benchmark	Analysis/Action Plan
4A: MUP students and faculty earn external recognition for the excellence of the MUP program and the professional contributions made by students and faculty	Awards won by individual students, class or group projects, and faculty	Students and faculty win competitive awards	• Collect data annually from faculty and students • Actively encourage students and faculty to apply for awards • Assess curriculum and advising changes to raise the quality of student work • As budget permits, support faculty research through funding and assigned time
	Media stories mentioning the department's students, class projects, or faculty	At least media 10 stories per year	• Each spring, ask faculty to report all relevant media stories • In AY 2018-19, develop a media outreach strategy to increase media coverage of department activity (this will be part of our larger URBP Outreach & Marketing Plan)

Appendix A: Description of the Strategic Planning Process

The department undertook a collaborative strategic planning process, gathering input and advice from stakeholders at multiple points in the process. The full-time MUP faculty all contributed to every step of the planning process, which was managed by URBP Professor Asha Weinstein Agrawal. Strategic planning consultant Amari Romero-Thompson assisted the department in the process through the strategic planning retreat.

The key steps in the process were:

- Identify important issues to consider: At a faculty meeting on August 30, 2016, Romero-Thompson led the faculty through an hourlong discussion to identify issues to

- consider in the planning process. At another faculty meeting in September, two representatives of the MUP student group, the Student Planning Coalition, explained the issues students would like to see considered in the planning process.

- Interview stakeholders: Romero-Thompson interviewed a group of ten stakeholders to identify the department's key competitive advantages and areas for growth and change. Faculty identified the stakeholders, who included a current student, alumni, an SJSU administrator,

- temporary faculty, URBP Advisory Board members, and local professionals who employ our graduates. (Some interviewees fit multiple categories.) Romero-Thompson wrote a summary of the findings to share with the faculty. (The results of the individual interviews were kept confidential to Romero-Thompson, to encourage candid responses.)

- Hold a strategic planning retreat: A group of 14 department stake-

holders met on October 28, 2016, for a 6-hour retreat to discuss the values, vision, mission, and key objectives that should guide the Strategic Plan. The retreat was designed and moderated by Romero-Thompson. The group of participants included full-time and temporary faculty, a current student, alumni, and local professionals who employ our students:

- Asha W. Agrawal – Professor, URBP
- Serena Alexander - Assistant Professor, URBP
- Kip Harkness – Deputy City Manager for Civic Innovation & Digital Strategy, City of San Jose
- Rick Kos – Full-time lecturer and Practitioner in Residence, URBP
- Aaron Mathews - MUP student and Urban Planning Coalition President
- Shishir Mathur – Professor, URBP
- Hilary Nixon – Professor and Chair, URBP
- Laurel Prevetti – Town Manager, Town of Los Gatos/URBP lecturer
- Billy Riggs – Assistant Professor, CalPoly San Luis Obispo/ URBP lecturer
- Dayana Salazar – Professor, URBP
- Mark Lazzarini – Managing Principal, DAL Properties/ MUP alum
- Randy Tsuda – Director of Community Development, City of Mountain View
- Jonathan Schuppert – Planning Associate, Alta Planning & Design
- Kelly Snider – Director and Development Adviser, Los Altos Community Investments / Principal and Owner, Kelly Snider Consulting/ URBP lecturer

- Prepare draft plan: The full-time faculty met in December 2016 to

draft the plan, focusing on the mission, goals, and objecives.

- Gather community feedback on the plan: In January 2017, the draft plan was circulated for comment to faculty, currents students, alumni, Advisory Board members, and participants from the Strategic Planning retreat.

- Complete final plan: From January through April 2017, the full-time faculty revised the mission, goals, and objectives in light of the feedback received, and then added the evaluation plan.

Appendix B: Strategic Planning Retreat Agenda

Friday, October 28, 2016, 8:45 am – 3:00 pm

8:45a – Continental Breakfast and settling in
9:15a – Retreat starts promptly
Continental Breakfast and Lunch will be provided

Location: - The Environmental Innovation Center – Room A -
       1608 Las Plumas Ave, San Jose

Key objectives of the Retreat:

- Review the strategic planning process using the Real Time Strategic Planning framework.
- Confirm SJSU URP's current identity and structure – who is served, programs/activities, and funding sources.
- Review and update vision, mission and values.
- Review the landscape that SJSU URP serves in, key competitors and any local, regional, and national trends that are essential to consider.
- Identify and discuss SJSU URP's competitive advantages – unique attributes that only SJSU URP has and are therefore worthwhile to leverage in the environment and in service to fulfilling the mission.
- Finalize the Decision Making Screen – criteria that delineates key questions that can guide SJSU URP in its' strategic decision making.
- Begin to use the Decision Making Screen to look at SJSU URP's current opportunities and/or challenges and begin to identify three to five top strategic issues to focus on for the Strategy Roadmap.
- Begin the process of identifying possible strategies that will address these issues.

Time	Activity	Owner
8:45a	Continental Breakfast/Settle in	
9:15a	Welcome	Dr. Hilary Nixon
	Introductions	Amari/All
	Agenda Review/Ice breaker	
	Strategy Concepts	
	History/Impact/Funding – 2015-2016 in review	Hilary
	Key themes from stakeholder interviews	Amari
	Vision, Mission and Values	Amari/All
	Break: 10 minutes	
	Current Structure	Amari/All
	Stakeholders served	
	Services or programs offered	
	Landscape Awareness	Amari/Hilary/All
	Definition of competitors	
	Key competitors – Competitive Analysis	
	External Trends, Challenges, and Opportunities	Amari/All
	Competitive Advantage:	Amari/All
	What are SJSU MUP's distinctive strengths?	
	Lunch Break	
	Get some fresh air !	
	Identity Statement	Amari/All
	SJSU URP's Decision Making Screen – Criteria for decision-making	Amari/All
	Strategic Issues – what must be addressed?	Amari/All
	Break: 10 minutes	
	Applying the Screen with strategic options	Amari/All
	Next Steps	Amari
3:00p	Closing remarks/Retreat complete	Hilary