



Site Visitor Training

PAB Standards and Criteria
Strategic Planning and Progress



Learning Objectives

- Review and comprehend the criteria outlined within the Strategic Planning and Progress standard
- Identify essential components of a strategic plan
- Understand how programs monitor and report progress through relevant indicators



Standard 1. Preamble

Strategic Planning and Progress

The Program or the unit in which it resides shall strive for self-improvement using an intentional process of goal articulation, planning, programmatic assessment, reflection and improvement.



Standard 1.

Strategic Planning and Progress

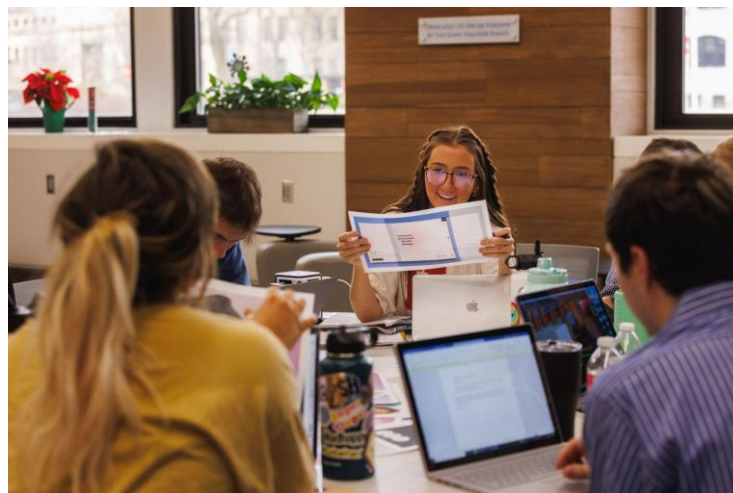
Criteria:

1A. Strategic Plan

1B. Programmatic Assessment

1C. Accreditation Review

1D. Public Information





Criterion 1A. Strategic Plan

The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or part of a broader unit's strategic plan – and must be able to demonstrate progress towards goal attainment. The Program must document active engagement in plan development by faculty, students, alumni, practitioners and any other key stakeholders the Program deems important to the process. Practitioners and other key stakeholders may include a broad spectrum of professionals who can be resources for the Program during plan development and implementation. The strategic plan shall include the Program's definition of diversity, equity, inclusion and social justice, and shall highlight the Program's proposed efforts to advance and support this definition. Diversity is an inclusive concept which encompasses but is not limited to, race, ethnicity, class, gender, age, sex, sexual orientation, ability, educational attainment, first-generation status, spiritual beliefs, creed, culture, tribal affiliation, nationality, immigration status, political beliefs, and/or veteran status. The strategic plan must include the following elements:

- 1) *Mission Statement*: The Program or the unit in which it resides shall have a clear and concise mission statement that expresses its core values and fundamental purpose and role in training professional planners.
- 2) *Program Vision*: The Program or the unit in which it resides shall have a clear and aspirational long-term vision for change resulting from the Program's work.
- 3) *Program Goals and Measurable Objectives*: The Program's strategic plan shall identify goals and measurable objectives that advance the Program's mission and vision. The goals shall identify the Program's future aspirations in the context of its mission and that of the University, and shall aim toward excellence beyond what may already exist. These should include strategic issues for the next 5-7 years and goals. The Program should incorporate into the curriculum the values, knowledge and skills needed to serve a diverse society.
- 4) *Monitoring and Evaluation*: The Program, or the unit in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program's success in achieving the goals articulated in its strategic plan. The Program shall document how it tracks and assesses the results of the actions and strategies.





Strategic Plan Components

Mission Statement

- clear and concise
- express role in training professional planners, core values and fundamental purpose

Vision Statement

- aspirational, long-term

Program Goals and Measurable Objectives

- advance the Program's mission and aim toward excellence
- identify future aspirations in context of mission
- address diversity of students faculty, and the knowledge and skills needed to serve a diverse society

Monitoring and Evaluation

- track and assess results of actions and strategies
- documented ongoing reflective process
- outcomes in criterion 1B6 / Programmatic Assessment: Strategic Plan





Strategic Plan Challenges

Examples of challenges:

- The plan does not reflect the Program's mission statement, have measurable objectives, or a timeline
- Lack of stakeholder engagement in plan development
- Plan does not include details on actions taken or modifications.

Tip: Look for how the Program tells its story of who they are and where they want to be. That story will shape the rest of the SSR.





Criterion 1B.

Programmatic Assessment

Performance indicators and their results shall be reported at each accreditation review in the areas listed below, in addition to those that are contained within the Program's strategic plan.

- 1) *Graduate Satisfaction*: The Program shall survey its graduates and document the percentage of respondents who, 2 to 5 years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.
- 2) *Graduate Service to the Profession*: The Program shall provide evidence of graduates' contributions to meeting community needs and to providing service to the planning profession. Evidence for these shall be obtained between 2 and 5 years after graduation.
- 3) *Student Retention and Graduation Rates*: The Program shall report student retention and graduation rates (including number of degrees awarded each year) relative to the program enrollment and to targets set by the program.
- 4) *Graduate Employment*: The Program shall document the percentage of all graduates who are employed within one year of graduation in professional planning, planning-related or other positions, and the definitions thereof.
- 5) *Graduate Certification Exam Pass Rate*: The Program shall document the percentage, based on the number who take the AICP exam, of master's graduates who pass the American Institute of Certified Planner (AICP) exam within 3 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation. If the Program believes that alternative credentials are meaningful to its goals and objectives, the Program may supplement its AICP data with these metrics.
- 6) *Strategic Plan*: The Program shall document any other outcomes identified in its strategic plan, the degree to which the goals and measurable objectives articulated in the plan have been met, and any barriers to meeting the goals and measurable objectives, and how the Program proposes to address the barriers.



Programmatic Assessment Questions

Assessing progress/success in achieving program goals

- What does the program aspire to become?
- What is the plan to get there?
- How does the program measure these outcomes?
- How does the program modify its strategic plan after examining measures of outcomes?

Work Plan and Assessment Activities

Benchmark → Timeframe → Actions → Assess → Revise





Criteria 1C & 1D

1C. Accreditation Review: The Program shall demonstrate progress since the last accreditation review in meeting accreditation standards assessed as partially-met or unmet at the last review.

Tip: Look at the most recent accreditation decision letter.

1D. Public Information: The Program shall routinely provide reliable information to the public on its performance at least annually. Such information shall appear in easily accessible locations including program websites. In addition to the following information, programs are encouraged to showcase student achievement, however it may be determined....



Tip: Find required public information on the program's website.



Thank You

On behalf of the PAB board and staff, we want to thank you for completing this module.

We invite you now to return to the PAB website to complete training for this module by taking a short quiz about the information in this presentation. You will receive your score on this quiz, and PAB staff will record your results.



P A B

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