

UPDATED "PUBLIC INFORMATION" in the same format of the SELF-STUDY REPORT of MS in URP GRADUATE PROGRAM at UTSA (June 2017) for the PLANNING ACCREDITATION BOARD

October 2018

(Corresponds with the information in 1F in PAB Accreditation Standards and Criteria, approved on March 3, 2017)

STANDARD #6 – PROGRAM ASSESSMENT

The Program, or the Department in which it resides, shall have a clearly defined approach, methodology, and indicators for measuring the Program's success in achieving the goals it articulated in its Mission and Strategic Plan. Specifically, performance indicators and their results shall be reported at each accreditation review in the areas listed below, and in areas not listed below that are contained within program goals.

Program assessment is a continuous process achieved through periodic reviews of faculty course surveys by the Coordinator and by faculty discussions on how to improve core course structure, instruction, content, and delivery. Analysis of the results of the Capstone Exam also provides a method of assessing how students are comprehending core course content. Results of the means of assessment and discussions are used to make improvements in individual courses and the structure of the required core and specialization options by the URP Graduate Program Committee in the Program. Recommended changes are reviewed by the College Graduate Programs Committee (CGPC). Advisory to the Dean, the CGPC concerns the coordination of graduate degree programs administered by the College. Chaired by the Associate Dean of Graduate Studies, the Committee includes department chairs, the graduate advisors of record (GAR) for all graduate programs in the college, and the Chairs of all Departmental GPCs.

A recent example is the discussion to add a new course URP Planning Practice and Ethics to the core for the next Graduate Catalog 2017-2019. PAD 5473 Land Use Policy will be removed from the core and offered as an elective course. This change will allow more class time to address important issues in planning practice, professional ethics and leadership in one course instead of multiple courses. The change was approved by the URP Graduate Program Committee and then reviewed by the College Graduate Programs Committee and then forwarded to the Dean for final approval.

CRITERIA:

A. Faculty research/scholarly contributions to the profession: The Program shall provide evidence of faculty contributions to the advancement of the profession through research (theoretical and applied) and scholarship.

Planning faculty submit an Annual Report in January that defines and evaluates advancement through research and scholarship during the prior academic year. The College of Architecture, Construction and Planning Guidelines for Annual and Periodic Assessment, Workload Distribution, and Faculty Activities in Teaching, Scholarship, and Service is posted on the College web site ([http://cacp.utsa.edu/images/uploads/COA Workload Policy Revised 12-17-13.pdf](http://cacp.utsa.edu/images/uploads/COA_Workload_Policy_Revised_12-17-13.pdf)).

B. Student learning and achievement: The Program shall report clear indicators of student success in learning the Core Knowledge, Skills, and Values of the profession. Such evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.

Student learning and achievement is measured partly by the Capstone Comprehensive Exam given to all students in their final semester of study. Questions for the exam are provided by faculty members teaching core courses. Responses to these questions provide an indication of how well the students are comprehending the core knowledge, skills, and values. Thesis and professional reports are evaluated to determine how well students are incorporating core knowledge. Each semester University and College student surveys are conducted for classes taught during the semester. The results of the surveys assist faculty members in determining how well students are learning within their classes. The Coordinator for the Planning Program reviews the University and College faculty surveys.

C. Student retention and graduation rates: The Program shall report student retention and graduation rates (including number of degrees produced each year) relative to program enrollment and to targets set by the Program.

Table 6.C.1. STUDENT RETENTION RATES

The URP Master of Science Degree was implemented in 2010. Dual degree options are not currently available for the MSURP degree; but the preparations for a Dual degree program has been initiated in Fall 2018.

Table 6.C.1. STUDENT RETENTION RATES

| Academic Year | | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-----------------|-------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Retention Rate* | Fulltime | 100% | 100% | 100% | 83% | 80% | 100% | 100% | 100% |
| | Part-time | 100% | 57% | 80% | 100% | 0% | 100% | 100% | 100% |
| | Dual degree | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

*Retention rate is calculated for graduate students as the percentage of first-year students who return in the 2nd year. Retention rate is calculated for undergraduate students as the percentage of students enrolled one year after declaring their major, excluding those who graduated.

Table 6.C.2. GRADUATE STUDENT GRADUATION RATES

Fulltime, part-time and dual degree status are identified with the initial cohort being tracked. Graduation is counted as of the end of the academic year. For example, students in the Fall 2002-03 new student cohort who graduate by the end of the 2003-04 year (as late as summer term 2004) are considered 2-year graduates.

* These figures should match what is provided in Part II Table 4.A.

Table 6.C.2. GRADUATE STUDENT GRADUATION RATES

| Academic Year | | 2010 – 2011 | 2011 – 2012 | 2012 – 2013 | 2013 – 2014 | 2014 – 2015 | 2015 – 2016 | 2016- 2017 | 2017- 2018 |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|------------|
| # New Students Admitted who Enrolled* | Fulltime | 3 | 8 | 6 | 12 | 5 | 3 | 7 | 8 |
| | Part-time | 5 | 7 | 5 | 5 | 2 | 4 | - | - |
| | Dual degree | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduation Rates | | | | | | | | | |
| | Fulltime | | 0% | 13% | 33% | 8% | 40% | | |

| | | | | | | | | | |
|-------------------------------|-------------|--|-----|------|------|-----|-----|-----|-----|
| Graduation Rate 2-year | Part-time | | 20% | 0% | 0% | 0% | 0% | | |
| | Dual degree | | n/a | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduation Rate 3-year | Fulltime | | | 100% | 50% | 83% | 67% | | |
| | Part-time | | | 40% | 0% | 40% | 50% | | |
| | Dual degree | | | n/a | n/a | n/a | n/a | n/a | n/a |
| Graduation Rate 4-year | Fulltime | | | | 100% | 63% | 83% | | |
| | Part-time | | | | 40% | 40% | 40% | | |
| | Dual degree | | | | n/a | n/a | n/a | n/a | n/a |

Fulltime, part-time and dual degree status are identified with the initial cohort being tracked. Graduation is counted as of the end of the academic year. For example, students in the fall 2002-03 new student cohort who graduate by the end of the 2003-04 year (as late as summer term 2004) are considered 2-year graduates.

Table 6.C.3. NUMBER OF DEGREES AWARDED

| Academic Year | 2010 – 2011 | 2011 – 2012 | 2012 – 2013 | 2013 – 2014 | 2014 – 2015 | 2015 – 2016 | 2016- 2017 | 2017- 2018 |
|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|------------|
| MS Degrees Awarded | | 2 | 4 | 6 | 13 | 13 | 7 | 8 |

MS-URP Number of Students Enrolled

| Students Enrolled | Academic Year | | | | | | | |
|-------------------|---------------|------------|------------|------------|------------|------------|------------|------------|
| | 2010- 2011 | 2011- 2012 | 2012- 2013 | 2013- 2014 | 2014- 2015 | 2015- 2016 | 2016- 2017 | 2017- 2018 |
| MS-URP | 12 | 27 | 36 | 44 | 46 | 37 | 27 | 23 |

D. Outcomes: The Program shall report student achievement and success after graduation in at least the areas specified below:

As shown in Table 6.D.2 the majority of students who graduated are employed in a professional planning or planning related job: 2012 (66.66%), 2013 (100%), 2014 (88.3%), 2015 (75%), 2016 (81%). Over the five-year period the employment in planning or planning related jobs amounts to 81.57%.

1. *Graduate satisfaction:* The Program shall document the percentage of graduates who, two to five years after graduation, report being satisfied or highly satisfied with how the Program prepared them for their current employment.

In Summer 2016, 35 alumni were asked to rate the program's effectiveness in preparing them for their career in planning in the areas below using the following scale: 1 = poor, 2 = fair, 3 = adequate, 4 = good, 5 = excellent. We do not have current contact information on three graduates. Seventeen alumni responded to the survey, for a return rate of 48.6%. The majority of the responses in the 11 areas were in the good-to-excellent range. Areas that we will review to improve course content and comprehension include plan-writing and implementation, planning law, professional ethics, and social justice.

Alumni Survey Responses Summer 2016

| Area | 1 - poor | 2 - fair | 3 - adequate | 4 - good | 5 - excellent | Total |
|--------------------------------------|----------|----------|--------------|----------|---------------|-------|
| History and Theory | 0 | 2 | 0 | 3 | 12 | 17 |
| Plan Writing and Implementation | 1 | 1 | 2 | 6 | 7 | 17 |
| Research Methods | 0 | 0 | 1 | 3 | 13 | 17 |
| Writing | 0 | 0 | 2 | 4 | 11 | 17 |
| Graphics | 1 | 0 | 1 | 5 | 10 | 17 |
| Planning Law | 0 | 1 | 4 | 5 | 7 | 17 |
| Teamwork | 0 | 0 | 0 | 7 | 10 | 17 |
| Critical Thinking Skills | 0 | 0 | 0 | 6 | 11 | 17 |
| Professional Ethics | 0 | 1 | 3 | 5 | 8 | 17 |
| Sustainability Environmental Quality | 0 | 0 | 4 | 6 | 7 | 17 |
| Social Justice | 0 | 1 | 4 | 6 | 6 | 17 |
| Total | 2 | 6 | 21 | 56 | 102 | 187 |

2. *Graduate Employment:* The Program shall document the percentage of graduates who secure employment within one year of graduation in professional planning, planning-related, or other positions, and the definitions thereof.

TABLE 6.D.2. STUDENT EMPLOYMENT DATA

| Graduation Years Ending | | May 2012 | May 2013 | May 2014 | May 2015 | May 2016 |
|--|---------|----------|----------|----------|----------|----------|
| Graduates employed within 1 year of graduation in a professional planning or planning-related job | Number | 2 | 2 | 7 | 4 | 6 |
| | Percent | 66.66 | 50 | 58.33 | 50 | 54.54 |
| | Number | | 2 | 3 | 2 | 3 |
| | | | 50 | 25 | 25 | 27.27 |
| Graduates who pursue further education within 1 year of graduation. | Number | 1 | | | | 1 |
| | Percent | 33.33 | | | | 9.09 |

| | | | | | | |
|---|---------|-----|-----|-------|-----|------|
| Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation | Number | | | | 2 | 1 |
| | Percent | | | | 25 | 9.09 |
| | Percent | | | | | |
| Graduates with unknown employment status | Number | | | 2 | | |
| | Percent | | | 16.66 | | |
| Total | Number | | | | | |
| | Percent | 100 | 100 | 100 | 100 | 100 |

3. *Graduate certification:* The Program shall document the percentage of master’s graduates who pass the 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.

Table 6.D.3. AICP Exam Data

The Graduate Planning Program at UTSA is still very new having been established in 2010 with the first 2 graduates in 2012. Graduates are encouraged to prepare and take the AICP exam by Planning faculty members. The comprehensive exam given at the end of the capstone course sequence is taken by all students and is also intended to serve as preparation for the AICP exam. One graduate (Tony Felts) passed the AICP exam in April 2015 and another graduate (Angela Hartsell) passed the AICP exam in 2017.

| Graduation Years Ending | Month Year May 2012 | Month Year May 2013 | Month Year May 2014 | Month Year May 2015 | Month Year May 2016 | Month Year May 2017 | Month Year May 2018 |
|--|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| Master’s program graduates who take the exam within 3 years of graduation | | | | | | | |
| Number of students who have taken exam | 0 | 0 | 0 | 0 | 1 | 1 | ? |
| Number of students who passed the exam | 0 | 0 | 0 | 0 | 1 | 1 | ? |

4. *Graduate service to community and profession:* The Program shall provide evidence of graduates’ contributions to meeting community needs and to providing service to the planning profession, such evidence obtained between 2 and 5 years after graduation.

Of the 38 graduates as of Spring 2016, 31 are employed in planning or planning-related jobs. Three graduates are pursuing Ph.D. degrees. Sergio Martinez (2012) is Director of Transportation and Infrastructure for Bogota, Columbia, which has a population of 6.763 million people. Lisa Gonzalez (2012) is the City Planner for Cibolo, Texas, which has a current population of 30,000 people and is expected to reach a population of 50,000 by 2040. Sarah Esserlieu (2015) (<http://cacp.utsa.edu/gallery/fall-2015-commencement-profile-sarah-esserlieu/>) is helping to revitalize Downtown San Antonio. Levar Martin (2014) is Director of Equitable Neighborhood Development for the National Association for Latino Community Asset Builders which is a national organization based in San Antonio.

The 27 graduates not mentioned above are also making contributions in their respective positions in equally important positions in the public and private sectors.

San Antonio is expected to add 1.1 million new residents in the next twenty-five years. A pool of qualified planners is needed to fill employment opportunities in this fast growing area. Twenty-five out of 38 graduates are employed in the San Antonio metropolitan area.

5. *Other outcome(s) identified by the Program:* The Program shall identify, target, and report results for one or more additional outcomes related to program goals not already identified above.

UTSA's Urban and Regional Planning Students have been the recipients of a number of awards and scholarships in the past six years. These have included:

2011-2012 Scholarships

Soonrita Immalaraju – Presidential Excellence Award Scholarship

2012-2013 Scholarships

Nishma Proma - Carlos & Malu Alvarez Graduate Research Fellowship

Nishma Proma - Presidential Scholarship

Homero Guajardo - Carlos & Malu Alvarez Graduate Research Fellowship

Shyli Yazdani - Carlos & Malu Alvarez Graduate Research Fellowship

2012-2013 Scholarships

Rene Contreras Castaneda - Presidential Scholarship

Emily Guerrero - Presidential Scholarship

Soonrita Immalaraju - Presidential Scholarship

Maria Hernandez - Presidential Scholarship

2013-2014 Scholarships

Christina Valerino - Carlos & Malu Alvarez Graduate Research Fellowship

Sarah Esserlieu - Carlos & Malu Alvarez Graduate Research Fellowship

Somayeh Moazzeni - Carlos & Malu Alvarez Graduate Research Fellowship

Tony Felts - Carlos & Malu Alvarez Graduate Research Fellowship

Rachel Braden - Gene George Endowed Scholarship in Historic Preservation

Homero Guajardo - Presidential Scholarship

Soonrita Immalaraju - Presidential Scholarship

Krystin Ramirez - Presidential Scholarship

2014-2015 Scholarships

Nathan Foote - Presidential Scholarship

Sarah Jones - Presidential Scholarship

Gus Loeffelholz - Presidential Scholarship

Sarah Esserlieu - Nungesser Family Graduate Research Endowed Fellowship

Scott Pusich - Nungesser Family Graduate Research Endowed Fellowship

Melissa Ramos - Nungesser Family Graduate Research Endowed Fellowship

Nicolas Post - Dean's Capstone Award

2015-2016 Scholarships & Awards

Kristin Flores - Nungesser Family Graduate Research Endowed Fellowship
Luis Zamora - Nungesser Family Graduate Research Endowed Fellowship
Melissa Bryant - Nungesser Family Graduate Research Endowed Fellowship
Fedra Chapa - Nungesser Family Graduate Research Endowed Fellowship
Sarah Esserlieu - Nungesser Family Graduate Research Endowed Fellowship
Sara Serra - Nungesser Family Graduate Research Endowed Fellowship
Sarah Esserlieu – Dean’s Capstone Award
Nathan Foote – Dean’s Capstone Award

2016-2017 Scholarships

Riley Metcalfe – Presidential Scholarship
Soriful Islam – Presidential Scholarship
Forrest Wilson - Nungesser Family Graduate Research Endowed Fellowship
Melissa Bryant - Nungesser Family Graduate Research Endowed Fellowship
Fedra Chapa - Nungesser Family Graduate Research Endowed Fellowship
Sara Serra - Nungesser Family Graduate Research Endowed Fellowship

2017-2018 Scholarships

Matthew Bastoni - Nungesser Family Graduate Research Endowed Fellowship
Muhammad Bilal - Nungesser Family Graduate Research Endowed Fellowship
Matthew McDonough -Nungesser Family Graduate Research Endowed Fellowship
Stori Nuri - Nungesser Family Graduate Research Endowed Fellowship
Michael Pepe - Nungesser Family Graduate Research Endowed Fellowship
Jana Punelli - Nungesser Family Graduate Research Endowed Fellowship

