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Assessing the State of Undergraduate Education in Urban Planning

Report of the Undergraduate Task Force to the Association of Collegiate Schools of Planning

November 2013

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1. Introduction

In April 1990, a group of distinguished planning scholars presented a report on the state of undergraduate planning education to ACSP that argued planning educators "must encourage undergraduates to consider professional careers in planning" (Niebanck, et al 1990: 3). The Niebanck Report, as the Commission on Undergraduate Education's report has been known after its chair, Paul Niebanck, included five "products": an assessment of the state of undergraduate planning education, a survey on the ways planning education was being offered, a typology of undergraduate planning programs, a summation of the principal types of undergraduate education, and recommendations to ACSP for "moving forward" by individual programs.

A generation later (2010), ACSP President Cheryl Contant formed the Task Force on Undergraduate Education to reconsider the topic given changes in higher education as well as in planning education. We have followed the earlier commission's lead, and have conducted an assessment of the state of undergraduate education, completed surveys of programs that do and do not offer undergraduate degrees, and offer recommendations for moving forward. We have constructed an updated typology of undergraduate programs — although given the remarkable diversity of approaches that our assessment and surveys have uncovered — we treat it cautiously.

The Task Force finds that the field has not changed as much as ACSP educators probably have thought, and that many of the same issues the Niebanck faculty members found are still with us today — the lack of a clear focus and identity for undergraduate programs, as well as significantly lower visibility when compared to graduate programs.

Still, everything has not stayed the same. On an institutional level, a significant number of programs are successfully connecting undergraduate and graduate education through degrees that allow undergraduates to work towards a master's degree while still an undergraduate. We also uncovered a remarkable diversity of curricular models and activities that offer students a wide diversity of entries into planning. Further, technology clearly plays a more prominent role in undergraduate education today than in 1990. The Niebanck Commission barely mentions technology, but technology is playing an increasingly important role in undergraduate planning education as a general concern (around online education), as a specific teaching tool (through Blackboard and other technological aides), and, of course, through the growth of CAD, GIS and other technologies that are informing practice.

The Task Force makes six recommendations that are explained in more detail at the end of the report:

1. ACSP should survey individual faculty members about their contribution to their program's current undergraduate offerings, and their perceptions regarding undergraduate planning education.
2. ACSP should help PAB better publicize the differences in the accreditation guidelines for graduate and undergraduate programs.
3. ACSP should authorize a more regular survey of undergraduate programs in a shorter time period than the one that separated the Niebanck Commission from the Undergraduate Task Force.
4. ACSP might further encourage all ACSP member schools to offer a similar course, such as a service learning course, to highlight the professional contribution of planners to society.
5. ACSP should strongly encourage expanding the diversity of our students so that the planning profession can represent the complex demographics of world societies.
6. ACSP should aspire to connect more regularly and effectively with the larger universe of programs that teach urban, environmental, and other types of courses related to planning.

Overall, the Task Force finds that undergraduate education in planning continues to expand slowly, but in potentially fruitful new directions. Program designs and missions vary widely, and student learning outcomes and employment track records likely reflect these different designs. As with many curricular reviews, this one ends with as many questions as answers. What is clear, though, is that ACSP should more aggressively work to understand the role that undergraduate planning education plays in preparing students for graduate study and/or a career in planning.

1.1 Niebanck Commission

In 1988, ACSP appointed a well-known group of planning scholars, chaired by Paul Niebanck from the University of California, Santa Cruz, to a commission to examine the state of, and future for undergraduate planning education in urban planning. The Commission spent two years surveying the field, talking with colleagues, and developing a final report, which was delivered in April 1990. The Commission discovered that undergraduate planning was a successful, seemingly permanent component of planning education, with many small and large programs offering a major or minor degree or at least some service component. Their final chapter began by recognizing that undergraduate planning education is a generally "small-scale, low-visibility, low-prestige activity in post-secondary education." Further, the Commission argued, planning academics "lack an explicit, shared vision of how undergraduate planning education relates to the broader dialogue on undergraduate education or the changing nature of practice" (Niebanck 1990: 35).

As we do below, the Commission scanned the state of undergraduate planning education. They first presented numerical data we come back to when we compare the past to the present later in this report. They created a typology of programs that influenced the one we develop below. Finally, they identified several "strengths and possibilities" regarding the state of the education. First, they noted that few programs currently offering undergraduate degrees "have sufficient numbers of faculty to insure quality and continuity," a concern we reconsider below. Second, they noted, save for a few programs, enrollments in undergraduate programs were quite small, again something we consider. Conversely, they were hopeful regarding the variety of undergraduate programming, the surprising number of undergraduates being introduced to planning topics, the contribution of non-planning programs to add significantly to the field. They proposed that programs not then offering undergraduate programs "contain rich and relatively abundant faculty resources" with potential to field such educational opportunities and the older programs had an institutional memory about undergraduate education that should be exploited for the good of the field (Niebanck 1990: 18-19).

At the end of their scan, they identified "three difficulties" they felt contributed to holding back the success of the field: first, faculty members had "heavy teaching loads;" second, the field needed "to wrestle with what planning is;" and third, a fear that undergraduate education would undermine graduate programs. They summarily rejected the last concern, suggesting the opposite was true (undergraduate education contributes "to a demand for more, and better, graduate planning education"), while stating that undergraduate education is, and should remain, distinctive. They reminded their readers that undergraduate education in planning, like all such education, "is imbedded within a larger set of expectations from the university and society" that distinguish it, that undergraduates don't have the same strong identification with their major as master's students do with their degree, they are less mature and have different motivations from graduate students, and while undergraduates were just starting out, graduate students already typically had an undergraduate degree, allowing graduate degree programs to focus their education much more than undergraduate programs.

They followed up the scan with a discussion of the "dimensions of the opportunity," their phrase for a "framework" they created to understand undergraduate education, including: characteristics of graduates, educational processes, program characteristics, departmental characteristics, the professional environment, and the institutional environment. Although we did not follow their framework, our report includes many

similar elements since in our surveys we tried to reveal institutional, curricular, and faculty characteristics. The Commission suggested that three types of undergraduate planning programs existed: small programs linked to a master of planning degree program, small programs not linked to a master of planning degree program, and large programs. They found that nine programs fit into their first category, 17 the second, ¬and 8 programs that last category (Niebanck 1990: 17). They then selected eight combinations of elements, detailed in Figure 1.

Figure 1

Eight Combinations of Planning Elements
as Identified in the Niebanck Report (1990)

Conventional accredited professional/occupational	Critical professional/occupational
Non-accredited occupational	Minors, Concentrations & non-degree programs
Pre-professional	Pre-public service
Disciplinary	"Citizenship" approach

Most of the combinations are probably clear to most readers, so we only want to point out their descriptions of two combinations: the "critical professional/occupational" is contrasted to the conventional planning programs by their hybridity – they are pre-professional, but they "might be based on a problem-solving" approach, with a "broader substantive focus." The Commission embedded their combinations with the contrast between professional and disciplinary/"citizenship" approaches. Even the pre-public service was primarily in the professional camp, just not focused solely or largely on planning, being more inter-field (like a public affairs program).

While the report included several other dimensions, we want to draw attention to one other figure, where they attempted to diagram the "common structural characteristics of undergraduate planning programs" (see Figure 2 below). In our typology, we will identify similar characteristics, although the environment has changed somewhat (or the sample at least) as we will point out.

At the end of the report, the Commission recommended that ACSP should encourage every planning program to offer a service learning course, to experiment around undergraduate programs, for PAB to review accreditation standards, to articulate linkages between undergraduate and graduate programs (master's and doctoral), and "heighten the salience" of undergraduate planning education.

The current Task Force has not taken quite as wide a view of our charge as the Niebanck Commission, so we are not going to say much about the role of undergraduate education in the broader undergraduate education field. We focused more on the state of the field, how planning education is now configured, and whether the field has changed significantly from 1990.

1.2 Are We in a Changing Environment?

The Niebanck Commission report starts with two sharply different sentiments: general undergraduate education was in crisis, and the potential of undergraduate planning education "is compelling." The crisis, they argued, emerged from a sense that undergraduates were less proficient than in the past, that they had "little appreciation for the world of symbols and ideas," and a questioning of whether undergraduate education was relevant to students' lives and futures.

Figure 2

Common Structural Characteristics of Undergraduate Planning Programs
Niebanck Commission, 1990

Accredited Programs	Non-Accredited Programs
In research / doctorate / comprehensive university	In research / doctorate / comprehensive university
In school of design	In geography department
With professional master's program	Without professional master's program
Large or small (FTE faculty and students)	Small (FTE faculty and students)

While none of these concerns have gone away, the sense of crisis has abated over the last two decades, with much of the national angst focused on the presumed failures of U.S. primary and secondary schools. In some senses, American higher education has remained a bright spot, an importer of international talent, and an exporter of high-quality ideas, especially given the perceived tie between the rise of the digital economy and America's institutions of higher education.

Underneath the veneer of good news, though, remains deeply felt concerns, some of which are older, others newer. Among those primary concerns are some of the ones the Niebanck Commission notes, especially a sense of disconnect between culture and careerism that seems to strongly shape students' (and parents') perceptions of what is a good degree. A concern not expressed in the earlier report is the growing anxiety around distance learning, and the consolidation of educational institutions that such a platform could portend. If a university can enroll and teach planning to 10,000 students, do we need as many planning programs as we had in an era where most programs enrolled 50 to 200 students? So far, this anxiety has been confined largely to the graduate master level programs, but one could imagine a short leap before it affects undergraduates as well.

The emergence of the digital world has affected undergraduate education in other ways, as the post-modern digital economy shifts student interests toward new technologies and changing or reshaped economies. Even more than in 1990, planning remains a potentially integral part of that imagined present and future for students. Indeed, one could argue, with concerns over urbanization, sustainability, resilience, and new forms of economic activities reliant on places (e.g. creative economies) that planning education is actually even more potentially compelling than a generation ago.

However, planning education, whether graduate or undergraduate, remains a relatively small aspect of university curricula. Indeed, planning programs continually have had to justify their place in the academy, with several strong, visible programs having faced institutional instability over the last twenty years. A scan of the programs included in this report does not provide much guidance on whether providing undergraduate education would create a more visible, more stable role for programs.

As we discuss later, we question whether the environment has changed sufficiently over the last twenty years to encourage many planning programs to offer substantive planning degrees to undergraduates. As the data show, those programs that have long been offering undergraduate programs continue to do so, and a small but growing number of other programs have joined them, but not as many as one might have expected — nor do we expect that circumstance to change dramatically in the short term. The number of programs will continue to grow, gradually and incrementally.

1.2.1 ACSP Mission to the Task Force

Urban planning was first established in the academy as a professional graduate degree. Over the last two generations, however, faculties have been asked to provide an increasing number of services to undergraduates. In some cases, this service consists of one or more courses that might lead to a minor in urban planning or urban studies. In other situations, faculties have established a major in urban planning and related areas enrolling dozens or even hundreds of students.

The mission given this Task Force was to consider the current state of undergraduate education. The Task Force has attempted to fulfill this mission by surveying member schools to update our understanding of (a) the courses and programs that are offered, (b) creating a typology of undergraduate education in planning, reconceptualized from the Niebanck Report, and (c) and outlining alternative approaches that faculties might take to integrate undergraduate education into planning programs.

This element of the Task Force's work has been driven by a series of questions posed as a result of conversations between President Contant and the Task Force chair:

- What topics are generally covered in the courses, minors, and majors offered, including what tracks or concentrations are typically covered?
- What skills are required to achieve a minor or major?
- Do programs require internships or other professional experiences as part of their degrees?
- Do the programs include courses that simulate the collaborative professional teams in which planners typically work?
- How do programs structure their required and elective courses to ensure students achieve the needed skills and knowledge?

In this report, the Task Force attempts to profile the current state of undergraduate planning education, including the alternative approaches taken by faculties, and give member schools advice on how they might proceed if they wish to engage undergraduates. The Task Force has also listened to our colleagues about the challenges of educating younger, less experienced students into the complexities of urban planning, and have some suggestions on how they might approach this task.

1.2.2 Task Force Activities

The development of the task force took longer than anticipated, with the mission being accepted and membership finalized in the summer of 2011. Since then, the task force has completed the following tasks:

- Conducted an audit of current programs, led by Ann Forsyth
- Surveyed (in 2012) member schools (a) with an undergraduate program and (b) those without regarding their current offerings to undergraduates
- Held roundtables at two national conferences (2011, 2012) to discuss with participants current issues in undergraduate education
- Met on multiple occasions (2011-2013), in person at the national conferences and electronically through email exchanges to discuss progress in the surveying and other activities

As a result, we now feel we are prepared to present our report to the membership (as represented by the ACSP Governing Board) to discuss further activities the organization requires.

2. The State of Undergraduate Planning Education

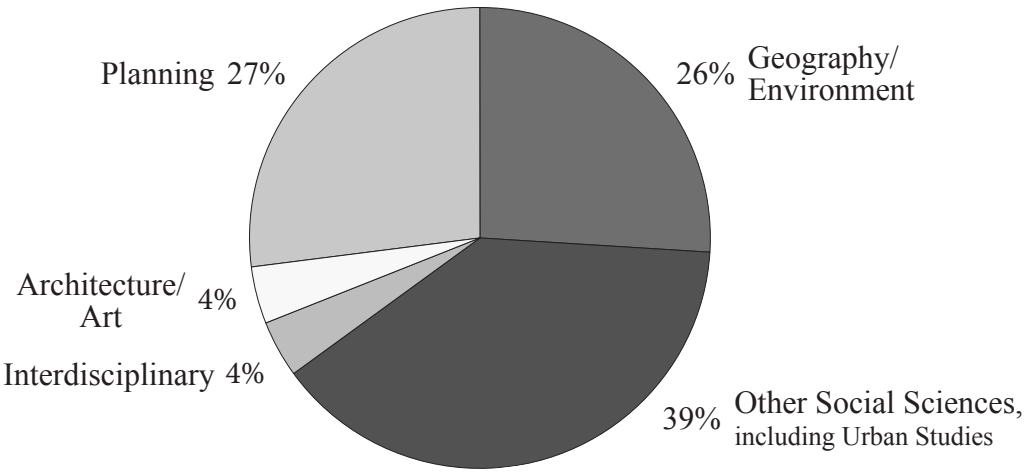
2.1 A Scan of the Field

The first realization we had was that the universes providing planning-related education and those of ACSP educational programs do not match. The number of programs offering undergraduate education related to urban planning is far larger than the membership of ACSP. As a result, we undertook a scan of the field using a broad lens, then focused our attention on the ACSP member schools when we conducted surveys of programs.

In 2011, Yiwen Shao, a graduate student at Cornell working with task force member Ann Forsyth, conducted the first component of the initial scan. Taking a broad view of the urban studies/planning field, he scanned the North American programs, finding 142 programs in the US and Canada, most of them offering a major in their area, based in the departments indicated in Figure 3:

Figure 3

North American Planning Programs by Department



The programs offer a wide range of degrees with an even wider array of names. Unlike some other more established disciplines and professional fields (i.e., law or business), which have relatively standard degree names, the urban/planning field has a wide variety of names (roughly 30 related degree names appear in the database). Of those, the most popular words and phrases are:

- Urban studies (which appeared 49 times alone, and 14 other times with other words such as planning, environmental and regional for a total of 63 mentions);
- Urban and regional planning (which appeared 17 times in that exact configuration, and 30 other times in variants such as just planning, urban planning, environmental planning, public policy and planning for a total of 47 times);
- Environment, broadly used, (which appeared 20 times in an amazing array of varying names); and
- Urban design (which appeared 9 times, and 10 other times in combinations with environment, community and planning for a total of 19 times).

Obviously, the most popular term overall was “urban,” which appears in 81% of the time in the degree names with a constantly shifting group of other qualifiers. Two other geographical terms trailed behind urban,

with regional (28 times) and community (9 times) appearing regularly. A few other modifiers appeared only sporadically, including policy (7 times) and affairs (urban or policy affairs, 8 times).

The wide variety of names suggests the fragmentation of the field itself, with little common consensus on how cities, and their planning, should be characterized for undergraduates. The variety also reminds us that, unlike at the graduate level, schools and programs continue to search for a balance between a broader, more liberal arts approach (urban studies) and a more professional concentration (urban and regional planning). While the professional field has settled at the master level on a common set of terms (a much narrower spectrum of degree titles), at the undergraduate level, such distinctions in approaches are very much alive and well.

Table 1

Summary of Planning Programs Over Time

	1960	1980	1986	2011
Accredited				
Programs	10	10	9	16
Students	NA	829	1106	1085
Other				
Programs	3	18	26	24
Students	NA	623	444	1185
Total				
Programs	13	28	35	40
Students	NA	1452	1550	2270

Sources: Niebanck (1990), 14; ACSP Guide (2012) Limitations: For years 1960-1986, see Niebanck (1990), 14; for 2011, five programs did not report enrollments. For three, we took reported graduations, two are omitted

The somewhat sporadic role undergraduate studies play in the urban planning education field was reinforced by two further examinations of potential data about planning programs. First, we continued a chart (see Table 1) found in the Niebanck Report (1990: 14) that compiled the number of programs, and their enrolled students. Using the ACSP's Guide to Graduate and Undergraduate Education in Urban and Regional Planning (2012), we found that while the number of programs has continued to expand slowly, the number of overall students apparently has jumped dramatically. However, this rise in student numbers may be overstated, since one school reported 441 students, which made up roughly 40% of the total of the PAB accredited programs.

Second, we explored the top 25 programs as ranked by Planetizen (2011) to provide anecdotal insight into how some of the more visible planning programs interact with the undergraduate students at their universities. Almost two-thirds (16 of 25) of the schools do not list an undergraduate urban planning program in the ACSP Guide. Of the nine that do, only three are PAB accredited, meaning almost 90% of these publicly visible planning programs do not offer PAB accredited ACSP undergraduate programs.

As a final look at the existing programs, we used publicly available data from PAB to consider the racial, ethnic, and gender balance of PAB accredited programs. As Table 2 suggests, planning schools need to continue their commitment to diversity. We compared the 2008 and 2009 planning enrollments to 2008 figures on overall enrollments in postsecondary education from a report, "Status and Trends in the Education of Racial and Ethnic Groups," produced by the US Department of Education (Aud, Fox, Kewal Ramani, 2010). While planning attracts a considerable number of students from vulnerable communities, the do not attract them at the same rate as they are enrolling in undergraduate programs generally.

Table 2
Full-Time Bachelor's Enrollments in PAB Accredited Programs
By Race, Ethnicity and Gender
2008 - 2009

	2008*	%	2009*	%	US Enrollments %
Asian	65	5 %	71	5 %	7 %
Black	108	9 %	145	10 %	13 %
Hispanic / Latino	83	7 %	165	NA	13 %
American Indian / Native American	9	1 %	25	2 %	1 %
White	569	45 %	835	57 %	63 %
Foreign	33	3 %	61	4 %	2 %
Unknown /Other	393	31 %	330	22 %	NA
Male	766	62 %	903	62 %	43 %
Female	494	39 %	564	38 %	57 %
Total Full-time Enrolled	1,260		1,467		

Sources: Planning enrollments from the PAB, http://www.planningaccreditationboard.org/index.php?id=112
US undergraduate enrollments, IES (2010: 123), http://www.air.org/files/AIR-NCESracial_stats__trends1.pdf

The findings are only for accredited programs, yet they provide a clear suggestion that a need to improve diversity enrollments at the undergraduate level complement continuing efforts to enroll a diverse population at in the graduate masters programs, and to attract a diverse faculty to planning programs.

Overall then, undergraduate programs have expanded, but only slowly, creating an almost unformed educational landscape. The long held conviction that planning is primarily a graduate professional pursuit continues to be true at many programs nationwide, even as planning programs are increasingly asked to justify themselves to their administrations.

2.2 Surveying ACSP Member Programs

Our next step was to craft two surveys for ACSP member schools (see Appendix A for the survey instruments). The first survey was sent to those schools in the ACSP Guidebook that offer a degree for undergraduates. The second was sent to those schools in the ACSP Guidebook that do not offer such a degree. The purpose of the first survey was to look at the parameters of the current undergraduate degrees, while the second survey was intended to uncover those schools that service undergraduates without offering major and minor degrees.

In each case, we made multiple efforts to contact the appropriate person to complete the survey, even utilizing members of the Task Force to boost response to the first survey. The surveys were delivered by Survey Monkey, with automatic emails from the Task Force chair, followed up later by individual emails to non-respondents.

2.2.1 Sample

For the first survey, 47 units that listed undergraduate degree programs in the Guide were contacted. Of those, 31 responded, a 66% response rate. However, after cleaning the data, we realized that we had 26

Figure 4
In What Unit Are Planning Programs Housed?

Urban Planning	19 %
Urban Studies	8 %
Geography	19 %
Public Policy	4 %
Architecture	12 %
Multiple Categories	12 %
Other	27 %

Note: numbers do not add up to 100% due to rounding

useable surveys. Of these, 85% represented public universities, roughly equivalent to the Guide, where roughly 85% of listed schools are public. Seventy-three of the respondents said they represented large, research-oriented institutions, over 90% of which had enrollments over 15,000 students. While over 85% of responding programs offered a master degree related to planning, only about half of the respondent came from schools with doctoral degree programs (42%).

In response to what type of academic unit the planning programs were housed, respondents gave a wide variety of answers (see, Figure 4). The most popular (save from "multiple categories" and "other") were urban planning (19%) and geography (19%), and (slightly behind) architecture (12%). Almost 62% of units were housed in a department, with roughly one-quarter in a school.

Not surprisingly, in the survey, every program (not just their undergraduate program, but overall) had full-time tenure-track faculty associated with their program. Perhaps more surprisingly, 40% of respondents reported they had full-time adjuncts as well, and 88% said they had part-time adjuncts. The average number of full-time tenure-track faculty was almost 10 faculty members (9.81), part-time adjuncts was roughly 8, while all the other categories (tenure-track part-time, clinical, and doctoral students) were quite small. The vast majority of the faculty members in every category appear to teach pretty much every year.

We found striking differences, though, on the percentage of the overall faculty teaching in the undergraduate program and the number of faculty participating in the program. Below, we will divide the responding schools into three categories: comprehensive programs (with both doctoral and master's programs), master's-focused programs (no doctoral program), and finally, undergraduate-focused programs (no graduate programs), where 100% of the overall faculty members teach in each institution's undergraduate program. However, in the master's-focused programs, only 58% of programs utilize the full faculty, while in the comprehensive programs, the percentage drifted under half (44%).

While faculty members in the undergraduate-focused programs all taught in the program, these programs still had fewer faculty overall to call upon. While both the master-focused and the undergraduate-focused

programs averaged 6.5 faculty members teaching in their programs, the comprehensive programs averaged 8.4.[1] Further statistics about these programs are detailed either in the next section, where we describe the survey, or in the section where we detail the typologies.

For the second survey, of those programs without undergraduate degrees, 58 units were contacted, and 33 responded, a 57% rate. However, once again, after data cleaning, we were left with 27 useable surveys. Given that the second group may include many units that do not interact consistently with undergraduates, we were not surprised by the lower response rate.

2.2.2 Survey Contents

Both surveys asked the respondent to describe their academic institution, in what type of unit and at what institutional level the planning program is housed, and the institution's undergraduate enrollment.

The survey of those programs with undergraduate planning degrees (See Appendix A for the surveys) included questions about the age of the program, enrollment, number of undergraduate planning courses offered, and if they offered or required certain courses/activities (ex. CAD, Thesis, GIS). It also asked respondents for information about undergraduate post-graduation success.

The survey of planning programs without an undergraduate degree included questions about the number of urban planning courses offered, the number available to undergraduates, and how many undergraduates took those courses per semester. It asked if any urban planning courses fulfill core requirements for non-planning degrees. The survey concluded by asking if programs intended to start an undergraduate planning program in the future, and if they would work towards its accreditation.

Figure 5
Planning Programs by Origin Decade

Origin Date	Number of Programs
Before 1960	2
1960s	6
1970s	5
1980s	3
1990s	4
2000s	5

2.3 Programs with Undergraduate Programs

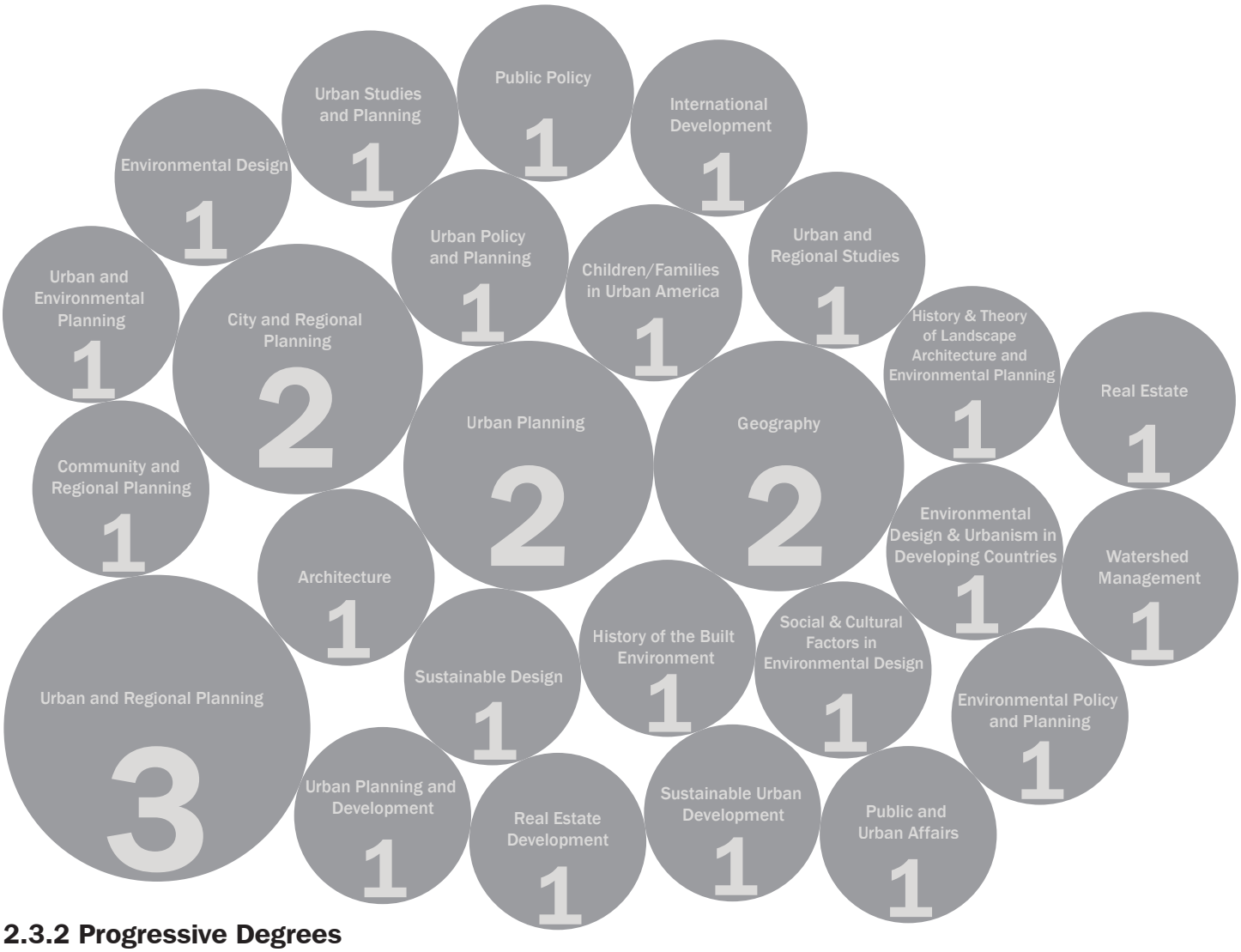
2.3.1 Degrees and Their Content

Of the 26 who respondent to the question, what types of courses and programs do you offer, 100% offer a major degree related to planning, 65% a minor degree related to planning, and roughly 15% offered a major and/or minor degree through multiple units. Only 40% of the major degrees were accredited by PAB.

Only 25 respondents reported the date of origin of their undergraduate degrees, but they make for a fascinating window into the changing landscape (see, Figure 5). The median age of the responding programs was 1980. Just over a third (36%) were formed after 1990, when the Niebanck Report was published, while over half (52%) were formed in 1979 or before (the earliest reported is in the 1930s). Clearly, a group of ACSP members started offering undergraduate education a long time ago, while a large number have added such degrees in recent years, as Table 1 shows the recent increase is largely in new accredited programs.

Seventeen programs reported they offered a minor. Fifty-nine percent of the programs offering minors only offered (or mentioned) one, while the others offered 2-7 minors. Three-quarters (76%) of the programs offered a minor with some variant of the name urban planning, which was by far the most common. Just as with the program names, and the majors' names, design, geography, environment, policy all appeared in much smaller numbers than urban or planning (see Figure 6).

Figure 6
Minor Names by Number of Programs



2.3.2 Progressive Degrees

In the Niebanck Report, the Commission argued for improved connections between the undergraduate and graduate programs (where they both exist), and over the last generation, those connections have clearly increased. We don't know if the Niebanck Commission asked about whether undergraduates could receive

a graduate degree while finishing their undergraduate degree (what at some schools is called a "progressive degree"), but fully half of the respondents said that currently in their program that could happen. Students in such degrees emerge from their schooling with both degrees, shifting the emphasis from experience as a prelude to graduate study to academic achievement.

2.3.3 Graduates and Graduate School

We also asked respondents about their graduates, and their job prospects. Please keep in mind that in 2012, while the economy had improved over the last three years, the market for planning jobs was still very soft. Also, we were asking administrators to estimate the percentage of their graduates getting a job, and the sector within which they got it.[2] Mostly likely, the information that respondents were working off of was limited. Still, they responded that just over 50% of graduates joined the public sector (52%), just under a third (32%) the private sector, and roughly 14% the nonprofit sector. The results suggest that graduates do have multiple options beyond the traditional public planning positions, and suggests that programs need to keep in mind the diversity of positions their graduates will occupy.
`We then asked if what percentage of graduates have positions in the planning field six months after graduation. Not surprisingly, respondents were reluctant to make estimates or share information, leaving us with several responses in the space we provided them questioning the validity of anyone's estimates. However, many still responded. Of those that did (18), they draw an intriguing portrait. Among those that did respond, the responses split almost evenly into three responses: very high (over 70%), medium high (over 40%), and low (under 40%). One respondent noted that the institution's "undergraduate students are far more attractive to potential employers than our graduate students" perhaps "because they are trained with strong skills and the practical experience (1.5 years) from cooperative education."

We also asked if their graduates went to graduate school within three years of graduation. Again, the responses fell into three categories: high, with over 50% entering graduate school (33%); medium, with between 26 and 49% of graduates enrolling (27%); and low, with under 25% enrolling (44%). One respondent noted: "We treat the undergrad degree as a professional degree. We recommend planning students with our undergraduate degree pursue graduate studies in an MPA or related discipline, or pursue a specialization within planning at another institution." This quote, as the wide range of responses (between 5 and 80%) suggests that programs take very different approaches to this issue. The master-focused programs as a group had the smallest median percentage (22%), while all but one of the programs reporting a high number (over 50%) were comprehensive programs.

2.4 Programs without Undergraduate Programs

While these programs do not offer a major or minor degree to undergraduates, almost all of them still service the undergraduate students at their universities. When asked how many undergraduate courses their program offered in a semester, 90% (27 out of 30 respondents) reported at least one, with an average of 8.7. We then asked how many students were enrolled in those classes per semester, with the respondents answering an average of 103 students, ranging from roughly 1 student to 850 students. We then asked if their courses provided credit to a degree (not associated with planning, since this was the sample that did not report such degrees to ACSP), and fully 1/3rd (11 out of 30 respondents) responded yes.[3]

We asked if the programs were considering starting an undergraduate program in the future, and one-third of those who responded said yes, stated they were considering an undergraduate program (6 out of 18; three did not respond, two responded not applicable). When we followed up and asked if they would get that program accredited, the six programs were almost evenly split (3 No, 2 Yes, 1 Not applicable since they have not discussed the issues yet). Clearly, though, we will see a continuing expansion of undergraduate offerings. This survey revealed two non-professional programs already in existence, and another program that is currently implementing a new bachelor degree in environmental design.

When we asked what kinds of courses were open to undergraduates, the courses ranged from capstone classes (whether thesis or laboratory) offered by only a few programs to GIS and service learning course offered by almost all programs. While we were not surprised that GIS and other technical classes were open to undergraduates (given the pressure to offer such technical skills to undergraduates at many universities), but we were surprised by the significant number of programs that allowed undergraduates in planning laboratories (55% of responding programs) and design studios (52% of responding programs) since we believed these would be reserved for graduate students.

3. A Typology of Undergraduate Activities

As the surveys demonstrate, ACSP schools have developed a diverse set of undergraduate offerings. In this section we outline the primary typologies that were uncovered through the surveys. Please note, we could create almost an endless set of variations within the major categories given the numerous titles (see Figure 7), courses, and activities the ACSP programs provide. Here, we simplify this complex set of offerings into a few types, suggestive of the pathways that programs have taken to service undergraduates at their institutions.

This typology draws upon, but does not follow, the one developed by the Niebanck Commission in 1990, as discussed on page 8. As they noted, the "range of possibilities is endless, of course." We agree, so we have focused on trying to create a typology that is less comprehensive perhaps, but figures well with our results. We have kept the distinction between "comprehensive" (mostly large) programs and largely smaller, undergraduate focused programs, but feel that in our typology doesn't match some of the less relevant distinctions of the past report.

We believe that the presence of a major/minor degree is the defining difference, so the typology breaks first by programs that offer undergraduate majors and minors versus those programs that do not offer degrees.

3.1 Programs with Majors and Minors

This category breaks down into three categories: those programs that are comprehensive, those that are focused on master degrees, and those that are solely focused on undergraduate programs. After a brief description of the three types of programs, we go through the primary attributes that distinguish them — their faculties, accreditation status, and program components.

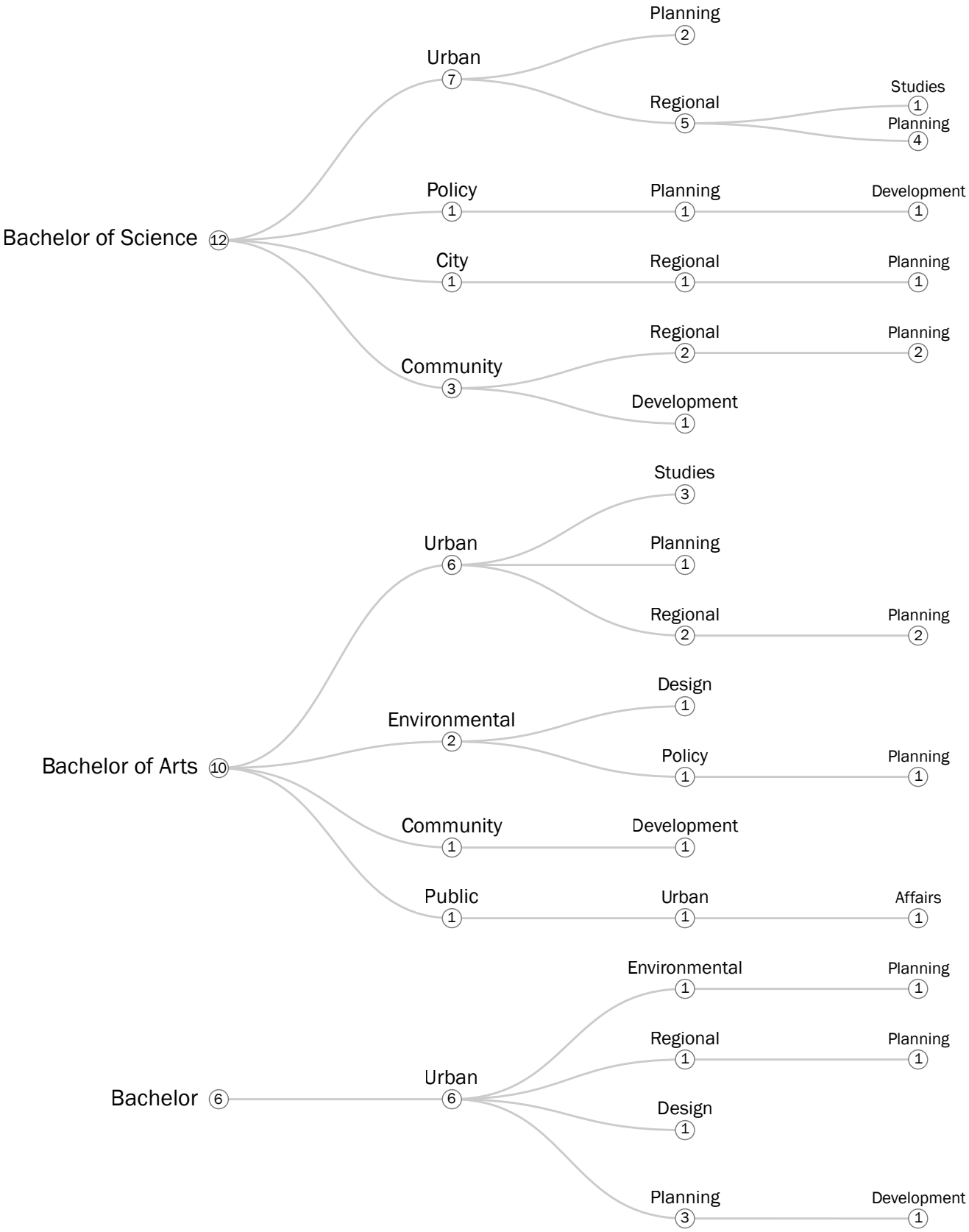
3.1.1 Comprehensive Programs

The twelve responding comprehensive programs offer the full hierarchy of urban planning related degrees – from undergraduate majors to doctoral degrees with (mostly) accredited master programs as well. They tend to be at larger research universities. They tend to have both a major and minor, with enrollments that range widely. Only one of the comprehensive programs reported an enrollment in their major under 50 students, with one-third reporting enrollments between 51-100 and another third between 101-200. Virtually all minors were under 50 students (in all three categories), with one outlier among the comprehensive program reporting 301-400 students. Two-thirds of comprehensive programs also reported holding stand-alone course, often to quite large enrollments (two reported 401 to 500 in these courses).

3.1.2 Masters-Focused Programs with Undergraduate Degrees

The fourteen responding programs have a graduate master degree and an undergraduate program, but they are not comprehensive, in that they typically do not offer a doctoral program, and are located in smaller universities and colleges. They tend to have both a major and minor, with enrollments that range widely. While

Figure 7
Major Names by Number of Uses



only one comprehensive program had a major degree enrollment under 50, almost two-thirds of the masters-focused programs reported that range, while another third reported between 51 and 100. An outlier program reported between 300 and 400 students. While most comprehensive programs reported holding stand-alone classes for undergraduates, a minority (just over 40%) of masters-focused programs reported the same.

3.1.3 Undergraduate-Focused Programs

These three programs are a much smaller set of programs that do not offer a graduate urban planning professional degree. They can be accredited or not, but most of them are humanities/social science oriented rather than professional. Two of the three of these programs have enrollments in their majors under 50, while the third reported an enrollment between 51 and 100. None of the undergraduate-focused programs reported stand-alone classes for students in the major or minor, and only one of the programs reported having a minor as well, with an enrollment under 50.

3.1.4 Faculty Profiles of the Programs with Majors and Minors

Comprehensive programs have considerably larger tenure-track faculties (13.6 faculty members on average), and overall (31.3 on average) than the masters-focused programs. All of the responding ten programs utilize part-time adjunct faculty members in addition to the tenure-track faculty, with an average of 10.5 faculty members per school. A smattering of programs also use other types of teachers – part-time tenure-track, full-time adjuncts, doctoral students, and clinical faculty members (roughly 7 per program).

Masters- focused programs have a smaller tenure-track faculty (8 faculty members on average – just under half of the comprehensive programs), and overall (16 on average). Almost all of the programs use part-time adjunct faculty members in addition to the tenure-track faculty, with an average of 5 members per school. An even smaller number of programs also use other types of teachers – part-time tenure-track, full-time adjuncts, and clinical faculty members (2.6 per program). The only category where masters- focused programs use more of that type on average are the part-time tenure-track faculty members, but this is skewed by three programs having four or seven such faculty members (where only two of the comprehensive program faculties have any, with one having four).

Undergraduate-focused programs have even smaller faculties on average, 5.3 on average tenure-track members, and 9.3 overall. They do use part-time adjunct faculty as well, but only 2.6 per program. They also have a very small number of additional faculty members, with two programs having two part-time tenure-track members and two (not the same) having two full-time adjunct members.

3.1.5 PAB Accreditation

As noted earlier, relatively few undergraduate programs are accredited by PAB (just over one-third). The masters-focused programs are more likely to be accredited (52%) by far than either the comprehensive programs (20%) or, somewhat surprisingly, the undergraduate-focused programs (33%). Perhaps the undergraduate-focused do not have sufficient resources to qualify for accreditation, while the masters-focused programs do, and are, thus able to achieve accredited status. Conversely, the masters-focused programs may find accreditation more useful as a branding point than the comprehensive programs that rely on their doctoral programs to establish their identities.

3.1.6 Program Components

We inquired what courses were required or offered by the programs as part of their degree. We focused on a set of courses suggested by the participants in the ACSP roundtables and raised by Task Force members in the development of the survey tool. We asked respondents to identify whether their program offered or required the following skills or topics: CAD, capstone laboratories, design studios, economics, ethics, GIS, graphic design,

law, an internship, planning laboratories, service learning and a thesis. The results are discussed below. The prevalence of GIS courses (and to a lesser but still significant extent, CAD courses) reminds us of a key difference between the Niebanck Report and today. At the time of the Niebanck Report, technology was almost entirely absent in their discussion of teaching and curricula. Today, such an omission would be impossible given the pervasive use of technology in planning practice for analysis, implementation, and participatory processes. Within the Task Force, we discussed the limited number of programs requiring a GIS course, and agreed that the low percentage may obscure the integration of GIS into other courses within the curriculum.

A percentage of programs require planning laboratories, capstone laboratories, economics, and law, while very few require an internship, service learning, CAD and a thesis (see, Table 3). While GIS is offered at almost two-thirds of units, fewer than half require it, a ratio shared by many other categories that are not required. The results suggest that many undergraduate planning programs continue to require the basic critical thinking subjects (law and economics) that have been the foundation of such programs for decades. We were surprised by a few responses. Given the wide perception of the importance of GIS, to have fewer than 50% of programs require students to learn it was a surprise. Another surprise was the relative low number of programs requiring ethics (38%) given the traditional importance of the topic in PAB accreditation

Table 3

Required and Offered Selected Courses, Degree Programs (n = 24)

Courses	CAD	Capstone/ Lab	Design Studios	Economics	Ethics	GIS
Required	1	17	11	14	9	10
Offered	8	6	10	8	7	13
Total	9	23	21	22	16	23
% Required	4%	71%	46%	58%	38%	42%
No Response	15	1	3	2	2	1

Courses	Law	Graphic Design	Planning Lab	Internship	Service Learning	Thesis
Required	13	8	11	7	4	3
Offered	7	6	10	16	14	10
Total	20	14	21	23	18	13
% Required	54%	33%	46%	29%	17%	13%
No Response	4	10	3	1	6	11

Note: "Offered" indicates that a course is provided, but not required.

guidelines, although, as with most graduate programs, ethics is mostly likely integrated into other courses. And, the Niebanck Commission had hoped that every undergraduate planning program would require a service learning course, but very few (17%) require one, although three-quarters offer one (including those that require such a course).

Finally, planning education is generally touted as a preparation for professional careers, which makes the very small number of programs requiring an internship (29%) confusing, although almost all the programs offer students the opportunity to fulfill an internship. This finding did not surprise several Task Force members since they come from institutions that do not require internships. However, the internship plays a critical role in students' education and preparation for the profession.

We then broke the numbers down by program type. In most categories, the differences between the types were minimal, but a few noticeable items remained. For instance, while all the undergraduate-focused programs required GIS, only one-quarter of the master's-focused programs did. Similarly, while 78% of the comprehensive programs required economics, and two-thirds of the undergraduate-focused programs did as well, fewer than half (42%) of the master's-focused programs required it. Further, while all the undergraduate-focused programs require a capstone experience/laboratory, and 74% of the master's-focused programs did the same, only 55% of the comprehensive programs did. Finally, while all the undergraduate-focused programs required a law course, 58% of the master's-focused programs, but only one-third of the comprehensive programs.

3.2 Programs Offering Limited Undergraduate Courses

While these programs do not offer a planning major or minor, they do sometimes contribute to planning or other majors/minors at their universities, so we have created two sub-categories: programs that are contributors to undergraduate certificates and other degree offerings (contributors) and programs providing undergraduate single or multiple courses (non-contributors).

Roughly 35% of the programs in the second survey responded that their undergraduate course offerings contributed to a university or school certificate or other degree offering. They did not, themselves, offer a major or a minor, but their course offerings did not serve solely as elective offerings, as with the almost two-thirds of other respondents. The contributions differed widely, ranging from general education courses for the university to certificates in GIS and Land Development. Some units offered courses that contributed to other university degrees, in engineering, architecture/art/design or geography and environmental studies.

3.2.1 Institutional Profiles of Programs without a Degree Program

The two categories had no outstanding institutional distinctions – each category had urban planning or other types of programs located in schools or departments in relatively small or large, private or public research/doctoral universities or master-focused units. Given the lack of an undergraduate degree, we did not ask in the second survey about whether program faculty members were teaching undergraduates.

3.2.2 PAB Accreditation

Obviously, none of these programs have an accredited undergraduate degree. In this survey, however, we asked them if they were considering creating a new undergraduate degree, and if they did create a degree, would they attempt to accredit the degree. Perhaps a little surprisingly, the non-contributors were almost three times as likely to be considering a new undergraduate degree (31% compared to 11%, with one non-respondent). One contributing program respondent was emphatic in rejecting an undergraduate degree: "I am opposed to professional planning education at the undergraduate level; I think it is a very bad idea." We don't know how widespread such a perception is among planning faculty – ACSP might consider exploring individual faculty perceptions in the future.

When asked if they would get a degree accredited, the difference shrunk, although non-contributors were still much more likely to respond affirmatively (57% compared to 33%). Again, perhaps surprisingly, given the low percentage of programs that are currently accredited, almost half of those that responded (48%) affirmed that they would attempt to accredit the program. However, as we will conclude below, accreditation seems to be increasingly attractive to programs since the new number of accredited programs has been increasing faster than the overall number.

3.2.3 Program Components

Small distinctions began to appear between the two types when respondents were asked how many courses they offered total (31 by non-contributors compared to 37 by contributors); the number of courses they offered to undergraduates (7.4 by non-contributors compared to 8.3 by contributors); and the number of students they enrolled in their courses (90 by non-contributors compared to 116 by contributors).

Table 4

Undergraduates Allowed and Not Allowed Selected Courses, Non- Degree Programs

Courses	CAD	Capstone/ Lab	Design Studios	Economics	Ethics	GIS
Allowed	7	4	9	13	10	18
Not Allowed	7	16	9	7	9	5
Total	14	20	18	20	19	23
% Allowed	50%	20%	50%	65%	53%	78%
No Response	13	7	9	7	8	4

Courses	Law	Graphic Design	Planning Lab	Internship	Service Learning	Thesis
Allowed	5	8	11	6	16	2
Not Allowed	14	9	8	13	6	18
Total	19	17	19	19	22	20
% Allowed	26%	47%	58%	32%	73%	10%
No Response	8	10	8	8	5	7

Note: "Offered" indicates that a course is provided, but not required.

These small distinctions continued when we inquired about whether undergraduates were able to enroll in courses in a series of categories we felt were important to planning education. In virtually every category, the contributors were more likely to allow undergraduates than the non-contributors. In some cases, the differences were almost nil, such as in courses in law and ethics. In other cases, the differences were quite large, such as in CAD, economics, graphic design, and thesis (see, Table 4). We found one exception: non-contributors were three times more likely to allow undergraduates to enroll in an internship course.

4. Findings and Next Steps

4.1 Continuity and Change

4.1.1 A Stable Environment

The primary finding of our Task Force is that undergraduate planning education has remained relatively stable throughout the period from 1990 to 2013:

- What topics are generally covered in the courses, minors, and majors offered, including what tracks or concentrations are typically covered?
- What skills are required to achieve a minor or major?
- Do programs require internships or other professional experiences as part of their degrees?
- Do the programs include courses that simulate the collaborative professional teams in which planners typically work?
- How do programs structure their required and elective courses to ensure students achieve the needed skills and knowledge?

The growth is certainly slower than the growth of overall undergraduate education enrollments and new institutional establishments over the same period, so in relative terms, we believe that urban planning undergraduate education, in terms of undergraduate degree programs, remains in a relatively similar position to where it was in 1990.

4.1.2 The Potential for Change

A surprising finding was how many programs that do not have a formal undergraduate program (i.e., a major or minor degree) are serving undergraduates:

While only one-third of programs that responded to our second survey had formal relationships with a certificate or degree at their universities, virtually all of the responding programs offered courses open to undergraduates. Indeed, the non-contributors (who offer only stand-alone elective courses) averaged over seven courses a semester reaching roughly ninety students, which was a marginally smaller number than the contributing programs.

We believe that these findings suggest that planning programs likely undersell their contribution to overall undergraduate education at their institutions. They also suggest, along with our survey findings that as one program is currently starting a new degree and others are contemplating the move, change and growth will continue to occur.

4.2 Models for Expansion

4.2.1 A Fluid Reality

One charge from President Contant was to consider how the current programs might help other programs consider whether they wish to expand their current undergraduate offerings. As our primary finding (and several responses to the surveys) suggests, we believe that small numbers of programs are probably doing so right now, while many others are not. Still, we hope that the typology that we have provided will allow them to consider their options – what programs do they already emulate, and how have those programs developed undergraduate degrees, and what are their components.

The situation may be more fluid now than in 1990, although we don't have the data to compare. Fully one-third of the surveyed programs that do not currently contribute to an undergraduate degree or certificate are considering adding a degree, with virtually all of those programs are contemplating accrediting new programs as well. We also found evidence that at least two programs were already starting new degrees, one major and one minor, reinforcing the notion that more change would occur. And, as noted above, a surprising number of programs without degree programs are already servicing undergraduates.

We found, as had the Niebanck Commission, that planning programs can be clustered, even though they are very diverse in their terminology, location, and structures. We typed them into three types of degree program categories and two non-degree categories, providing an insight into how each of these clusters appears as a result of our surveys.

We have less to advise on the actual decision to expand. We believe that such a decision is so "personal," depending on the program's institutional position, financial needs and obligations, and other factors, that each program has to consider local conditions when they consider strategies for change.

4.3 Next Steps for ACSP

This report could be viewed as a beginning for ACSP. We have provided the outlines of how undergraduate education plays a role in the larger professional education of urban planners, and the characteristics that distinguish the various programs from each other.

4.3.1 Is the Political Environment a Factor?

Two prime differences between 1990 and 2013 are the growth of the professional planning field and a recurring sense that graduate planning programs would benefit from providing some service to undergraduates. As we found, almost all the responding programs already do provide some service, the question then is, should that service increase or are programs satisfied with their current contribution? We have only fragmentary evidence in this regard, but we conclude that the answers are all over the map. Some respondents clearly state they hope to expand their undergraduate offerings, while others emphatically stated they were opposed to such an expansion. Again, although not as helpful as perhaps we would like to be, we would have to reaffirm that local conditions — faculty perceptions, institutional motivations and environments — are going to dictate the course planning programs take.

4.3.2 What Could, Should ACSP Do?

In 1990, the Niebanck Commission made six recommendations to ACSP. The most practical was that every ACSP program should offer a service learning course, while the most ambitious was probably that the organization should "provide strong leadership to encourage a variety of experiments" by programs. While the organization has remained invested in expanding undergraduate education, as suggested by the number of panels and other activities related to the topic over the last generation (and this Task Force), little concrete change has occurred based on these recommendations.

Which is not to say that circumstances have not changed, or the recommendations were not considered by ACSP. For instance, at the time of the Commission report, graduate and undergraduate accreditation standards were largely the same. In the period since the Commission report, PAB has modified undergraduate program standards to respond better to the needs of those programs. Our recommendations draw upon the Niebanck recommendations, but respond to our current circumstances.

1. ACSP should survey individual faculty members about their contribution to their program's current undergraduate offerings, and their perceptions regarding undergraduate planning education. We

have hints within our institutional survey, reinforced by our experiences at two ACSP roundtables, that such perceptions differ quite widely in faculty ranks. A second possible engagement step would be to engage the undergraduate planning program directors in a formal panel session to discuss their institution's approach to undergraduate education.

2. ACSP should help PAB better publicize the differences in the accreditation guidelines for graduate and undergraduate programs. ACSP might consider whether, after the recent long debate about accreditation standards around the graduate programs, whether the current standards for undergraduate accreditation attract or repel programs, and does the Association want changes?
3. ACSP should authorize a more regular survey of undergraduate programs in a shorter time period than the one that separated the Niebanck Commission from the Undergraduate Task Force. We believe that a fuller understanding of the components in the degree programs might be helpful to programs exploring expanding their undergraduate offerings. We have tried to provide an overview, but a detailed look might provide more help.
4. ACSP might further encourage all ACSP member schools to offer a similar course, such as a service learning course, to highlight the professional contribution of planners to society. We recognize that barriers at some schools will make such an offering impossible, but if ACSP provided model course syllabi, along with commentaries by outstanding faculty members who have offered such a course, ACSP might be able, as the Niebanck Commission believed, develop signature undergraduate offering.
5. ACSP should strongly encourage expanding the diversity of our students so that the planning profession can represent the complex demographics of world societies. As Table 2 reminds us, planning programs have diverse student bodies, but are not as diverse as we would aspire to attract to our profession. Integrating concerns about undergraduate enrollments with related concerns about diverse faculties and masters' programs might strengthen the overall effort to promote diversity in the planning academia and the profession.
6. ACSP undergraduate planning education is only part of the larger universe of undergraduate programs in urban studies, geography, and other fields — as many as 142 programs — that touch upon the professional field of planning. The number of undergraduates involved with such education seems to be growing, perhaps faster than in the ACSP programs, so ACSP should aspire to connect more regularly and effectively with this larger universe of programs.

Overall, the Task Force finds that undergraduate education in planning continues to expand slowly, but in potentially fruitful new directions. Program designs and missions vary widely, and student learning outcomes and employment track records likely reflect these different designs. As with many curricular reviews, this one ends with as many questions as answers. What is clear, though, is that ACSP should more aggressively work to understand the role that undergraduate planning education plays in preparing students for graduate study and/or a career in planning.

We hope that the member schools find our report helpful as a lens into the current state, and future possibilities of undergraduate education in urban planning. Our recommendations may sound similar to those readers of the Niebanck Report a generation ago, as in the end we agreed as a task force that the future of undergraduate planning education is bright if fraught with real challenges.

5. Endnotes and References

5.1 Endnotes

1. We were unable to calculate FTEs given we didn't ask how much each faculty member taught solely in the undergraduate program.
2. We did not specify a specific period of time, rather simply asking them to estimate from their experience.
3. In keeping with the fluid nature of academic curricula, one school reported they had just started a minor in Urban Studies and Planning, and another noted they had an "uncredited" major in planning.

5.2 References

Aud, S, Fox, MA, & Kewal Ramani, A. 2010. Status and Trends in the Education of Racial and Ethnic Groups. Washington, DC: US Department of Education, National Center for Education Statistics, NCES 2010-015.

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Planetizen. 2011. Planetizen 2011 Guide to Urban Planning Programs. Los Angeles: Planetizen Press.

6. Appendix A: Survey Instruments

6.1 Survey 1 Questions

1. Name

2. Institution

3. What is your title? (professor, director, etc.)

4. What is your role? (program director, dean, chair)

5. How would you describe your institution?
   - Doctoral/Research University
   - Master's College or University
   - Liberal Arts College
   - Baccalaureate College
   - Other or additional description

6. Is your institution public or private?
   - Public
   - Private
   - Other

7. In what type of unit is your planning program housed?
   - Architecture
   - Environmental Studies
   - Public Policy
   - Geography
   - Landscape Architecture
   - Urban Studies
   - Urban Planning
   - Multiple Categories
   - Other

8. At what institutional level is your planning unit housed?
   - Department
   - School
   - College
   - Other

9. What is the undergraduate enrollment for your entire institution? (Estimates okay)
   - Under 1,000
   - 1,001 to 5,000
   - 5,001 to 10,000
   - 10,001 to 15,000
   - Over 15,000

10. What planning programs does your institution offer? (Check all that apply)
    - Graduate doctoral program in urban planning
    - Graduate master program in urban planning
    - Undergraduate program in urban planning (could include a certificate, concentration, minor or major, more detailed answers below)

Undergraduate program in field related to urban planning, such as urban studies, geography, or environmental design (could include a certificate, concentration, minor or major, more detailed answers below)
Other

11. How many faculty members are associated with your planning program (not just undergraduate)?
Tenure-track full-time
Tenure-track part-time
Adjunct full-time
Adjunct part-time
Clinical faculty
Doctoral students (only those teaching a course)
Others

12. In an average year, how many of these faculty members teach in your undergraduate program?
Tenure-track full-time
Tenure-track part-time
Adjunct full-time
Adjunct part-time
Clinical faculty
Doctoral students (only those teaching a course)
Others

13. How many types of courses and programs in urban planning or a related field does your unit offer to undergraduates (Mark all that apply)
A single course
Multiple courses or concentration but no degrees
A minor degree offered by your unit
A minor degree offered by multiple units
A major degree offered by your unit
A major degree offered by multiple units
Other

14. Do you offer an undergraduate major in urban planning accredited by the PAB (Planning Accreditation Board)?
Yes
No
If no, is your program seeking accreditation?

15. How many credits does it take to fulfill the programs you offer? (Mark all that apply)
A minor degree offered by your unit
A minor degree offered by multiple units
A major degree offered by your unit
A major degree offered by multiple units

16. How many discrete courses in urban planning or a related field does your undergraduate program offer?

17. How many students are enrolled in all your undergraduate urban planning or related field offerings? Majors, Minors, Stand-alone Courses
Under 50
51 to 100
101 to 200
201 to 300

301 to 400
401 or more
N/A

18. What year did your undergraduate program(s) start? If you don't know the exact year, please indicate how many years you think it has been in existence (say, 15 years).

19. If your unit offers one or more majors, please specify their name(s)

20. If your unit offers one or more minors, please specify their name(s)

21. If your unit offers only one or a few courses, please indicate the topic of those courses below.

22. In the chart below, please specify whether students in the degree you have named above could enroll in the following courses/activities (Offered/required):

CAD
Capstone experience/laboratory
Design studios
Economics
Ethics
GIS
Graphic Design
Law
Internship
Planning laboratories
Service Learning
Thesis
Other

23. Can your undergraduate students complete a masters degree in urban planning as part of their studies?

Yes
No
N/A

24. What is the estimated percentage of your undergraduate alums who have jobs six months after graduation?

25. Using percentages, please estimate in what sectors your undergraduate alums usually get jobs:

Public Sector
Private Sector
Nonprofit Sector
Other

26. Please estimate what percentage of your undergraduate alums achieve positions in the planning profession six months after graduating?

27. Please estimate what percentage of your alums enter graduate schools (for master or doctorate) within three years of graduating?

28. Do you have any additional thoughts or comments you would like to add as we try to profile ACSP undergraduate programs and offerings?

6.2 Survey 2 Questions

1. Name

2. Institution

3. What is your title? (professor, director, etc.)

4. What is your role? (program director, dean, chair)

5. How would you describe your institution?
   - Doctoral/Research University
   - Master's College or University
   - Liberal Arts College
   - Baccalaureate College
   - Other or additional description

6. Is your institution public or private?
   - Public
   - Private
   - Other

7. In what type of unit is your planning program housed?
   - Architecture
   - Environmental Studies
   - Public Policy
   - Geography
   - Landscape Architecture
   - Urban Studies
   - Urban Planning
   - Multiple Categories
   - Other

8. At what institutional level is your planning unit housed?
   - Department
   - School
   - College
   - Other

9. What is the undergraduate enrollment for your entire institution? (Estimates okay)
   - Under 1,000
   - 1,001 to 5,000
   - 5,001 to 10,000
   - 10,001 to 15,000
   - Over 15,000

10. How many urban planning courses does your program offer? (Estimates okay)

11. How many urban planning courses does your program offer to undergraduates? (Estimates okay)

12. How many undergraduates are enrolled in urban planning courses in a given semester (Estimates okay)

13. Aside from as electives, do any of your urban planning courses fulfill core requirements for a non-planning undergraduate degree or certificate program?
   - Yes
   - No
   - Other

14. If you answered "Yes" to the previous question, what undergraduate degree program or certificate's core requirements do they fulfill?

15. In the chart below, please specify whether undergraduates can enroll in the following course/activities:

CAD
Capstone experience/laboratory
Design studios
Economics
Ethics
GIS
Graphic Design
Law
Internship
Planning laboratories
Service Learning
Thesis
Other

16. Do you have any plans to offer an undergraduate major in the future?
    Yes
    No
    N/A

17. If you were going to start an undergraduate major, would you work to get it accredited?
    Yes
    No
    N/A