**2024 Annual Report – Word Template**

|  |  |
| --- | --- |
| Report Year |  |
| Program Type |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Part 1: Substantive Changes** |  |  |  |  |  |
| 1. If your program has undergone a Substantive Change since the most recent review or annual report, you must notify PAB of the change. Please select any changes that apply and explain how the program is managing the noted change in the text box below. Substantive Changes include, but are not limited to the following: | | | | |  |
| The withdrawal, or risk thereof, of institutional accreditation | | | | |  |
| A change or variation in the name of the Program and/or Degree title | | | | |  |
| A change or variation in the length of the Program (i.e. minimum of 2 and 4 years of full-time study for graduate and undergraduate degrees, respectively) | | | | |  |
| A change or variation in the Program’s primary focus | | | | |  |
| A change in location or administrative unit for the Program | | | | |  |
| A significant change in curriculum requirements and/or credit hours | | | | |  |
| A significant change in the method of delivery of courses such that ≥25% of required credit hours are offered through distance, correspondence, or other alternate delivery | | | | |  |
| The appointment of a program administrator or interim administrator who does not have tenure, or who does not have an educational background or substantial experience in planning | | | | |  |
| An increase or decrease of 20% or more in the number of enrolled students | | | | |  |
| A decrease of 20% or more in the number of teaching faculty | | | | |  |
| A decrease of 50% or more of the number of minority or female faculty | | | | |  |
| A change in resources affecting the ability to deliver the Program, including the addition of a new degree program | | | | |  |
| Other material change. *Describe and provide detail below.* | | | | |  |
| None of the above changes occurred since our last annual report, progress report or self-study. | | | | |  |
| Please explain the reason and effect of the noted Substantive Change on the program as it relates to compliance with PAB accreditation standards. | | | | |  |

|  |  |
| --- | --- |
| 2. Strategic Plan: PAB encourages each program to provide its strategic plan on its website. If relevant, please provide the URL link to this document. |  |
| 3. [Criterion 1D / Public Information](https://www.planningaccreditationboard.org/public-information-template/): Please provide the URL link to document compliance with this criterion. |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Part 2. Student Data** |  |  | |  |  | | | | | |
| **Student Race - U.S. Citizens and Permanent Residents** | | | |  |  | | | | | |
| Provide the race for full-time and part-time students enrolled during the fall semester or as of December 31 of this report year. | | | | | | | | | | |
|  | | | | | | | | | | |
|  | | | Full-Time Male | | | Full-Time Female | Full-Time Non-Binary | Part-Time Male | Part-Time Female | Part-Time Non-Binary | | **Total** |
| Asian | | |  | | |  |  |  |  |  | |  |
| Black or African American | | |  | | |  |  |  |  |  | |  |
| Native Hawaiian / Pacific Islander | | |  | | |  |  |  |  |  | |  |
| Native North American / Indigenous | | |  | | |  |  |  |  |  | |  |
| White | | |  | | |  |  |  |  |  | |  |
| Some Other Race Alone | | |  | | |  |  |  |  |  | |  |
| Two or More Races | | |  | | |  |  |  |  |  | |  |
| Unknown | | |  | | |  |  |  |  |  | |  |
| **Total U.S. Students** | | |  | | |  |  |  |  |  | |  |
| International Students | | |  | | |  |  |  |  |  | |  |
| **Total Students** | | |  | | |  |  |  |  |  | |  |

**Student Ethnicity - US Citizens and Permanent Residents Only**  
Provide the ethnicity for all the U.S. Citizens and Permanent Residents reported in the Student Race table above. Note: Ethnicity supplements Race data.  
*Total fields combined must equal the Total U.S. Students from the Student Race - U.S. Citizens and Permanent Residents table.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Full-Time Male | Full-Time Female | Full-Time Non-Binary | Part-Time Male | Part-Time Female | Part-Time Non-Binary | **Total** |
| Hispanic or Latino |  |  |  |  |  |  |  |
| Not Hispanic or Latino |  |  |  |  |  |  |  |

**Student Enrollment Data Academic Year 2023-2024**  
Provide admissions data for the academic year specified (example provided below).

|  |  |
| --- | --- |
| Number of Applications Reviewed for Admission |  |
| Number of Applicants Admitted |  |
| Number of New Students Admitted who Enrolled - Full-Time |  |
| Number of New Students Admitted who Enrolled - Part-Time |  |
| Number of Total Students Enrolled - Full-Time |  |
| Number of Total Students Enrolled - Part-Time |  |
| Retention Rate - Full-Time | % |
| Retention Rate - Part-Time | % |

**Student Graduation Data** – Accredited Graduate Program

|  |  |
| --- | --- |
| Number of degrees awarded for AY 2023-2024 |  |
| Number of degrees expected for AY 2024-2025 |  |
| Percentage of students graduating within 2 years, entering class of 2022 | % |
| Percentage of students graduating within 3 years, entering class of 2021 | % |
| Percentage of students graduating within 4 years, entering class of 2020 | % |
| Percentage of students taking the AICP exam within 3 years who pass, graduating class of 2020 | % |
| N/A, no graduates from the listed class year have taken the exam |  |

**Student Graduation Data** – Accredited Undergraduate Program

|  |  |
| --- | --- |
| Number of degrees awarded for AY 2023-2024 |  |
| Number of degrees expected for AY 2024-2025 |  |
| Percentage of students graduating within 4 years, entering class of 2020 | % |
| Percentage of students graduating within 5 years, entering class of 2019 | % |
| Percentage of students graduating within 6 years, entering class of 2018 | % |
| Percentage of students taking the AICP exam within 5 years who pass, graduating class of 2018 | % |
| N/A, no graduates from the listed class year have taken the exam |  |

Provide additional detail on retention and/or graduation data here (if applicable):

**Student Employment Data**  
Provide the student employment data for the graduating class of 2023.

|  |  |
| --- | --- |
| Number of graduates employed within 1 year of graduation in a professional planning or planning-related job |  |
| Number of graduates who pursue further education within 1 year of graduation |  |
| Number of graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation |  |
| Number of graduates with unknown employment status |  |
| Total |  |

**Part 3. Faculty Data**  
Provide the race for all U.S. citizen and permanent resident faculty members in the accredited program. **Full-time in Planning Unit** are tenured, tenure track, and non-tenure track faculty hired with multi-year contracts employed full-time by the University with a primary appointment in the planning unit. **Part-time in Planning Unit** are tenured, tenure track and contract faculty from other academic departments in the University who teach: core courses required for the planning degree; courses in other departments required for planning specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. **Adjunct** and other instructional faculty are not employed full-time by the University, who teach specific courses on a course-by-course basis.   
  
***Table notes: T/TT = Tenured/Tenure Track***

**Faculty Race - U.S. Citizens and Permanent Residents**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Full-Time Faculty** | | | | | | **Part-Time Faculty** | | | | | | **Adjunct Faculty** | | |  |
|  | Male T/TT | Female T/TT | Non-Binary T/TT | Male Contract | Female Contract | Non-Binary Contract | Male T/TT | Female T/TT | Non-Binary T/TT | Male Contract | Female Contract | Non-Binary Contract | Male | Female | Non-Binary | **Total** |
| Asian |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Black or African American |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Native Hawaiian / Pacific Islander |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Native North American / Indigenous |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Some Other Race Alone |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Two or More Races |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Unknown |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total U.S. Faculty** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| International Faculty |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total Faculty** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Faculty Ethnicity - US Citizens and Permanent Residents Only**  
Provide the ethnicity for all the U.S. Citizens and Permanent Residents reported in the Faculty Race table above. Note: Ethnicity supplements Race data.  
*Total fields combined must equal the Total U.S. Faculty from the Faculty Race - U.S. Citizens and Permanent Residents table.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Full-Time Faculty** | | | | | | **Part-Time Faculty** | | | | | | **Adjunct Faculty** | | |  |
|  | Male T/TT | Female T/TT | Non-Binary T/TT | Male Contract | Female Contract | Non-Binary Contract | Male T/TT | Female T/TT | Non-Binary T/TT | Male Contract | Female Contract | Non-Binary Contract | Male | Female | Non-Binary | **Total** |
| Hispanic or Latino |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Not Hispanic or Latino |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**AICP Representation in Faculty**  
Provide the number of teaching faculty in the accredited program who are members of AICP (including FAICP).

|  |  |
| --- | --- |
| Full-time in Planning Unit AICP Faculty |  |
| Part-time in Planning Unit AICP Faculty |  |
| Adjunct AICP Faculty |  |
| Total AICP Faculty |  |

**Part 4: Student/Faculty Ratio**  
Provide the total faculty teaching FTE for the current academic year and the program's definition of a full-time teaching load. To determine the most accurate student/faculty ratio, please complete the Faculty FTE section of the report by clicking on the Faculty FTE tab above. If the Faculty FTE section was previously completed, please make sure the data is current. Note: Several fields below are automatically generated based on information previously provided in this report. If the data is incorrect, please review the previously entered data for errors or omissions. If the problem persists, please contact PAB.

|  |  |
| --- | --- |
| Total Full-time Students |  |
| Part-time Students FTE |  |
| Total Students FTE |  |
| **Total Faculty Teaching FTE** |  |
| Student/Faculty Teaching Ratio |  |

|  |
| --- |
|  |
|
|

Please provide the program's definition of a full-time teaching load:

**Part 5: Supplemental Questions**

1. What additional services would you like PAB to consider? (select all that apply)

\_\_\_\_ Program Administrator Peer Support Network

\_\_\_\_ PAB Data Dashboard

\_\_\_\_ Additional Accreditation Map Filters on PAB website

\_\_\_\_ Standalone Online Program Accreditation

\_\_\_\_ Accreditation Badge for your program’s website or social media

\_\_\_\_ Accreditation Badge for your students’ resumes and social media (LinkedIn)

\_\_\_\_ Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What is the value of accreditation to you and/or your faculty? (select all that apply)

\_\_\_\_ Guaranteed Level of Competency (knowledge, skills, & values)

\_\_\_\_ Best Practices for the Profession

\_\_\_\_ Visibility

\_\_\_\_ Credibility / Prestige

\_\_\_\_ Validation to Senior Administration

\_\_\_\_ Other, please specify: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What do you consider to be the most significant benefit to your program from PAB accreditation? Please provide a brief description. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_