URBAN STUDIES AND PLANNING DEPARTMENT

PROGRAM REVIEW

Bachelor of Arts (2002)

Last Program Review: 2004-2005
Last Department MOU: April 5, 2005

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February 10, 2011
VERIFICATION OF PROGRAM FACULTY REVIEW

The program review guidelines and faculty and student involvement plan were shared with the tenure-line faculty in September 2010. A faculty retreat was held by the program review committee on September 20th with the tenure-line faculty to discuss the department’s mission, strengths and challenges, goals and objectives, student learning outcomes, and the assessment plan in addition to the questions to be included in the student survey. All tenure-line faculty attended the retreat1. During the retreat, one more goal and its objective was added to the department’s goals and objectives, department’s student learning outcomes were revised, and assessment plan was discussed.

Two focus group meetings were organized with lecturers on October 11th and 12th to discuss the department’s strengths and challenges, and its alignment with the trends in the field. Total of nine lecturers attended these focus group meetings2.

The faculty in all three meetings were asked to provide suggestions for external reviewers.

A student survey with eight questions was designed by the program review committee and approved by tenure line faculty. Survey questions were designed to address the department’s student learning outcomes and accreditation body’s expectations. The questions were placed on Survey Monkey and the students with senior standing were asked to participate. Of the department’s 54 seniors, a total of 20 completed the surveys.

The draft of the self study was sent to the tenure-line faculty on December 17th for their feedback.

1 See Appendix E for Faculty Retreat’s minutes.
2 See Appendix E for Focus Group Meetings’ minutes.
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PART 1: OVERVIEW

A. Undergraduate Program

The department offers a bachelor’s of arts in urban studies and planning. The degree requires a total of 49 credits and these requirements reflect the department and program’s two-fold emphasis, urban studies and planning. The degree and course requirements for the major emphasize social science theory, methodologies, and empirical approaches to problem solving and research, while also providing a strong focus on basic professional education for planners.

The degree requirements are organized around a set core of required courses and a set of elective courses which may be drawn from one of several topical concentrations. The core of required courses totals 34 credits, including two lower division introductory courses (6 credits) which serve as gateway courses to the major.

The program is intended, and insofar as possible, designed to permit students to complete the program in two academic years beginning with a fall enrollment. A set of five courses focusing on research methodology and a capstone experience are sequenced out over the two year period. These are quantitative methods (fall #1), qualitative methods (spring #1), techniques in urban design (fall #2), field research (spring #2), and urban problems seminar (spring #2). This allows students to build research and methodological competency in the early semesters in the program and then put these skills into practice in their final semesters in the program. At the same time as students complete these courses, they also enroll in other required courses which do not need sequenced enrollment.

All students must complete an internship of 120 hours and the department’s internship course as part of the core requirements. These internships provide invaluable career and professional experience for all students who complete the bachelor’s degree in urban studies and planning. Students complete these internships, both paid and unpaid, in a wide range of local governments, businesses, non-profit organizations, and other sites throughout the Los Angeles region and beyond.

Besides the 34 credit core, students are also offered four areas of specialization (concentration) which allow them to focus on specific areas of urban studies and/or planning. These elective specializations all require a total of five classes (15 credits). These are urban and regional planning, housing and economic
development, environmental planning and sustainability, and a “custom” specialization which allows students to propose a set of classes specifically designed to support their career goals.

The number urban studies and planning majors has remained stable over the last five years (Fall 2006-2010) ranging from 99 to 118. In Fall 2010 the number of majors stood at 105. The number of degrees granted has followed a similar pattern, but perhaps with a slight uptick in the rate in the last couple years. In 2006 just 25 degrees were awarded, this increased to about 35 per year in 2007, 08, and 09, and in 2010 the total reached 42. Given current faculty numbers and resources, the department anticipates modest growth in the number of majors over the next few years and hopes to average about 120 majors annually.

B. Graduate Program

The Department of Urban Studies and Planning Department has developed a graduate certificate program offered through the Tseng College of Extended Learning as a self-support program. The graduate certificate consists of 15 units (five courses of three units each\(^3\)). It is designed specifically to assist working professionals in a wide variety of public agencies, as well as others who have an interest in the field, in furthering the acquisition of skills required in the practice of professional urban planning. The program attracts individuals who seek a deeper understanding of urban planning practices in the U.S. and the most current approaches to dealing with critical environmental, social, economic, and political issues in an urban context.

This graduate certificate program in urban planning also has been linked to the Master of Public Administration program, thus establishing an area of specialization within the MPA program. The MPA program requires 36 units (11 courses plus the comprehensive exam), and the urban planning track requires students complete the six core MPA courses and five URBS courses become candidates for completing the comprehensive exam and earning a Master’s degree. Those candidates who decide to complete only the five URBS courses receive a graduate certification issued by the university and graduate studies program, and their transcript will reflect their accomplishment.

The graduate program is cohort-driven. Once a cohort starts, additional students will not be admitted into the cohort. Data from other such cohorted programs indicate a higher rate of completion and graduation for students under this format. The class schedule will be devised in advance for the entire program. As

\(^3\) For course descriptions, see Appendix J.
previously stated, this approach enhances the graduation rate as well as allowing faculty to build upon previous course knowledge and content, thus leading to better assessment and programmatic outcome plans. Currently, there are 32 students in the first cohort, which was launched in fall of 2010.

The profile of the first cohort reflects the original intentions of the graduate program. Half of the students in this cohort are already employees in the public sector. Parallel with the evidence in the literature (Guzzetta & Bollens, 2003) that planners continue their training after the completion of their first degrees, 25 percent of the students in the first cohort already hold urban planning positions. A total of 50 percent of the first cohort students are employed in the public sector.

It is expected that a second cohort of the MPA with a specialization in Urban Studies and Planning will be launched in fall of 2011. In the near future, the department of Urban Studies and Planning expects to design and establish a 48-unit self-support graduate degree program that focuses specifically on planning. Students taking the certificate may apply those credits against the requirements for the new masters.

C. Instructional and Support Staff

In the review period, there were three tenure-line faculty departures and one tenure-line faculty addition, which left the department with five tenure-line faculty (Table 1). During the AY 2010-2011, the department has two new tenure-line faculty, which will help balance the instructional role of lecturers and tenure-line faculty (Table 2).

Typically, lecturers teach either the introductory General Education courses (URBS 150, 310, 350, 380), or the highly specialized professional practice oriented courses.

Table 1: Number of Faculty Members by Status and Fall Term

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td>Tenured and tenure track</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Full-time lecturers/adjuncts</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Part-time lecturers/adjuncts</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>16</strong></td>
<td><strong>14</strong></td>
<td><strong>19</strong></td>
<td><strong>13</strong></td>
</tr>
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</table>

Table 2: Shares of Fall Term Courses* by Tenure-line Faculty and Lecturers

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured and tenure track</td>
<td>47%</td>
<td>47%</td>
<td>44%</td>
<td>32%</td>
<td>50%</td>
</tr>
</tbody>
</table>
The staff number remained the same throughout the review period. The department has one full time staff, an administrative coordinator, who is assisted by student assistants paid through the Work Study program only during the academic year ($10,000).

**D. Process Used to Develop the Self Study**

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**E. Advisement**

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4 See Appendix E for Faculty Retreat’s minutes.
5 See Appendix E for Focus Group Meetings’ minutes.
The Department of Urban Studies and Planning requires all its student majors to have an advising session with a faculty advisor prior to enrollment in the next semester. The college advising office (EOP) places enrollment holds on all majors at the department’s request each semester. Required advising by department faculty was implemented in 2007 to ensure its majors progress rapidly and as effectively through the program and on to graduation as soon as possible. The required advising sessions also allow students’ access to faculty members to discuss their academic interests, career options, and professional development plans. The department maintains a file for each of its majors.

Advising appointments are typically available one day a week during most of the semester with additional days for advising designated in the weeks immediately preceding and during the next semester’s enrollment dates. In “urgent” situations, student advising is also provided on a “walk-in” basis. Half an hour advising appointments are scheduled for each student. The faculty advisor reviews the student’s Degree Progress Report (DPR) with the student, focusing principally upon program degree requirements, but also reviewing the student’s progress toward completing general education requirements. A copy of course recommendations and other documentation reviewed during the advising session is given to students for their records. Students are advised to check their DPR regularly. Approximately 80 to 90 students are advised in the department each semester in this manner.

The College Satellite Student Services Center/EOP supports the department in its advising mission. If the department’s faculty is unavailable or students cannot wait for an appointment with the department faculty advisor, the EOP Office will provide advising for the students. During vacation periods and in “emergency” situations this works fine. Nevertheless in all cases students are advised to make sure they seek advising from the department faculty advisor and have an advising file in the department office.

**F. Service to Other Programs in the University**

The department offers several general education courses that serve a range of other departments and programs across the university. Three courses, URBS 150 – Urban Scene; URBS 310 – Growth and Sustainable Development of Cities; and URBS 380 – Los Angeles: Past, Present, Future, all satisfy General Education, Social Science requirements, while URBS 350 – fulfills requirements in General Education, Comparative Cultural Studies.

The department offers no courses focused on or designed for K-12 teachers.
Several of the department’s courses are included as required or elective options in other major and minor degree programs at the university. Specifically these programs include the minor in California Studies; the bachelor’s in Central American Studies; the bachelor’s in Public Sector Management; the bachelor’s in Liberal Studies; bachelor’s in Health Science; and the bachelor’s in Marketing.

PART 2: ASSESSMENT AND STRATEGIC PLANNING

A. Assessment

The department has concentrated on three major tasks since 2007; updating departmental student learning objectives, identifying one SLO to evaluate, and implementing pre- and post-evaluation methods6. The department has identified two courses (URBS 150 – The Urban Scene and URBS 310 – Growth and Development of Cities) in which to assess department’s first student-learning outcome: “Students are expected to know the key forces responsible for urban development in the U.S. and elsewhere in the world.” Both courses are required for the major and to satisfy general education requirements. These courses seemed to be the courses from which new majors are most often recruited. Hence since URBS 150 and URBS 310 courses are gateway courses, it would be advantageous to streamline them so that there is continuity of knowledge being taught across multiple sections. Therefore, the assessment plan called for streamlining SLOs for both courses across all sections and testing student learning with a pre and post test that focused on each course SLO.

Preliminary results from pre and post exams on average indicate that students are improving in the post exam as indicated by URBS 310 but improvement is less evident for students in URBS 150.

In the 2007 – 2008 academic year, the department administered six sections of URBS 310 pre- and post-test assessments with a total of 304 cases. Generally, improvement was significant from the pre to the post test. Anova test results of between group comparisons indicate that a significant increase in learning occurred for 50 percent of the instrument questions. The assessment has shown student improvement in basic, advanced, and complex knowledge of the forces responsible for urban development.

In contrast, pre and post testing of student learning in URBS 150 on the identified SLO’s did not reveal systematic improvement. Inconclusive and mixed outcomes of student learning in the URBS 150 courses

6 See Appendix B for Department Assessment Plan, 2007-2012.
suggest that another year of data collection would be helpful to provide more robust results to reshape the assessment for that course.

**B. Strategic Plan and Implementation**

Although assessment of student learning in URBS 150 and 310 has been a good starting point, the department decided to conduct assessment of senior 400 level courses, which should reveal more concrete conclusions starting in the 2010-11 academic year. The assessment committee has decided to make a formal recommendation to the department to identify several 400 level courses that are mandatory as capstone courses for graduating seniors, thereby enabling the department to conduct a full assessment of learning by linking introductory courses to the designated capstone courses. To name just a few of these courses, those under consideration are URBS 450 – Urban Problems Seminar, URBS 490C – Field Work, and URBS 494C – Internship class. By bridging and linking SLO’s through URBS 150, 310, and capstone courses, the department should be able to develop better points of reference, thus strengthening student teaching and learning outcomes.

This assessment plan will address some of the weaknesses identified by tenure-line faculty and lecturers in addition to the weaknesses that became evident according to the results of the student surveys during this program review process. The program assessment in conjunction with assessment of 400 level courses will allow measuring student learning outcomes of the department, which include both theoretical knowledge base and applied skills.
PART 3: KEY STRENGTHS AND CHALLENGES

The key strengths and challenges of the department are discussed in this section based on comments of tenure-line faculty at the Faculty Retreat in September 2010, comments of lecturers in two Focus Group Meetings in October 2010, and results of the student surveys conducted in November 2010.7

Theme 1: Trends in the Discipline

Alluding to the fact that sustainability has become one of the key components of planning education (Swearingen & Mayo, 2004; Gunder, 2006), both lecturers and tenure-line faculty identified sustainability as a major trend in the discipline requiring alignment of the department’s curriculum. Moreover, the Planning Accreditation Board, in its report evaluating the department in 2006, identified the need for more emphasis on conservation of resources and heritages in the department’s curriculum.

The faculty agree that the department has made progress in aligning itself with this trend. First, the diversity of backgrounds among tenure-line faculty (urban policy, urban design, community development, and geography) enables the department to address many components of sustainability effectively in its curriculum. Second, the department’s curriculum revision efforts of the 2007-2008 academic year, which also included extensive faculty input, have addressed this trend. One of the specializations in the curriculum was changed from urban planning and environmental analysis to environmental planning and sustainability and the required courses were adjusted accordingly. Also, some course titles and descriptions were modified to reflect the focus on sustainability in the content material of those courses. Third, the department has been an active participant in the Sustainability Institute since its inception. The first director of the Institute was a faculty member in the department. Currently another faculty member is a member of the Green Core Team and the Transportation Working Group of the Institute, and is team-teaching URBS495C Interdisciplinary Perspectives on Sustainability. Moreover, since its inception, several sustainable campus design efforts of the Institute have been integrated into the department’s curriculum as class projects. Furthermore, the department has two of its graduate courses scheduled to be offered as required courses in the graduate-level Environmental Sustainability Certificate, which is currently in the

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7 See Appendix E for meeting minutes, and Appendix H for student survey results.
process of curricular review. Fourth, students identified sustainability (74%) and environmental planning (63%) as areas for which they have acquired training in the department.

However, recognizing the increasing popularity of sustainability in the discipline and the departure of one faculty member whose primary expertise is environmental planning, the department is hiring two new faculty in the 2010-2011 academic year, one with specialization in environmental planning, the other with specialization in community planning focused on community development and transportation planning. This will also help address the recommendation of lecturers to increase the emphasis on sustainability in the curriculum. Other trends identified by the lecturers in relation to sustainability include disaster management and intersection of public health and urban planning.

**Internationalization of planning education** has been identified as a more recent trend in the planning education literature (Dandekar, 2009) and by the lecturers. The department has recognized this trend and taken steps to infuse its curriculum with global awareness. First, URBS 350 Cities of the Third World has been taught continuously as a required course with multiple sections. Second, the department has been awarded a four-year grant from the U.S. Department of Education’s highly competitive Fund to Improve Post-Secondary Education (FIPSE)/U.S.-Brazil Higher Education Consortia Program. Led by a lecturer, the Urban Planning and Sustainability Project consists of an international partnership between California State University Northridge, University of Massachusetts, Amherst, and the Brazilian Federal University of Goiás, and Federal University of Uberlândia. With the support of this grant the department has sent three students to Brazil and has received three students from Brazil during Fall semester of 2010. Third, the diversity of student body is enhanced with an effort to internationalize the curriculum. According to the student survey, 84 percent of the students find the department’s student body to be moderately to extremely representative of the diversity of the Los Angeles region. Institutional Research data also shows that the department has maintained a consistent level of diversity in the student body. Fourth, the significant immigrant presence in the region, which the department serves, also justifies an emphasis on global dynamics in planning education.

**Online and hybrid teaching** in the planning discipline has been acknowledged as a trend (Ali & Doan, 2006; Wilson, 2008; Shapira & Youtie, 2001). However, researchers caution against eliminating face-to-face interaction completely (Ali & Doan, 2006) especially in courses which target improving communication skills, utilize group work, and require collaboration on projects and interaction between students, faculty and community partners (Lawhon, 2003). Therefore, online and hybrid teaching has been integrated into
the curriculum of the department. Since the Fall semester of 2006, the department has been offering its General Education courses in online and hybrid format to an increasing number of students (Table 3).

Table 3: Number of online sections offered by semester and academic year (Total number of students in each semester for each course is noted in parenthesis).

<table>
<thead>
<tr>
<th></th>
<th>FA 06</th>
<th>SP 07</th>
<th>FA 07</th>
<th>SP 08</th>
<th>FA 08</th>
<th>SP 09</th>
<th>FA 09</th>
<th>SP 10</th>
<th>FA 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>URBS 150</td>
<td>1 (47)</td>
<td>2 (94)</td>
<td>1 (48)</td>
<td>1 (47)</td>
<td>1 (106)</td>
<td>1 (107)</td>
<td>1 (75)</td>
<td>1 (79)</td>
<td></td>
</tr>
<tr>
<td>URBS 310</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 (77)</td>
<td></td>
<td>1 (123)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>URBS 350</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 (31)</td>
<td>1 (52)</td>
<td>1 (46)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total per semester</td>
<td>1 (47)</td>
<td>2 (94)</td>
<td>1 (48)</td>
<td>1 (47)</td>
<td>1 (106)</td>
<td>1 (107)</td>
<td>3 (183)</td>
<td>2 (131)</td>
<td>2 (169)</td>
</tr>
</tbody>
</table>

**Theme 2: Applied emphasis**

Hands-on experience in urban planning education benefits students by exposing them early on to interpersonal experiences, teamwork, problem solving and politics, which are unavoidable in urban planning practice (Freestone et al, 2007). Consequently, service learning courses and internship requirement of the department are central components of the curriculum. Both tenure-line faculty and lecturers acknowledged this characteristic of the department as a main strength. They noted that in this way the department is clearly aligned with the University’s and College’s urban mission. Also this strengthens department’s long standing relationship with local communities. These efforts are reflected in students’ experiences in the department. Student survey results show that 79 percent of the students took at least one course with a civic engagement project in the department.

The skills students believe they have mastered through the department’s curriculum also are suggestive of its applied emphasis. The skill identified by the highest percentage of students is data collection (79%) followed by research design (74%) and collaborative work (74%). Similarly, 58 percent of the students think they have acquired adequate amount of training in citizen participation and 47 percent in community development. However, faculty indicated that they still observe less than desirable skills of students for conducting research and working in teams.
To strengthen the applied emphasis the tenure-line faculty revised the department’s student learning objectives, and added a new student objective: “Students gain applied experience through internship and fieldwork courses” ⁸.

The tenure-line faculty also emphasized the need for laboratory space to maintain and improve students’ research skills. Laboratory space is also needed for integrating more physical planning courses into the curriculum as suggested by lecturers. Currently the department has one laboratory space, which can accommodate only 19 students. Additional space for the department would strengthen its applied emphasis, by providing a milieu for student group work. The same space could be used as a seminar room by the department.

The internship program in the department has a strong applied and practical orientation. This includes an emphasis in career planning and professional development throughout the program’s courses and activities. It is especially manifest in the fact that the program requires all majors complete an internship in urban studies and planning in order to graduate. These work experiences must focus on some aspect of urban studies and/or planning and entail meaningful learning experiences for the student.

The department supports students in their efforts to find internships in several ways. The department’s website lists many possible internship sites including local city governments, non-profit organizations, and businesses with missions’ related to urban studies and planning (consulting firms, architects, urban designers, real estate agencies, property developers, etc.). In addition, the department makes a regular effort to check locally for internship opportunities and passes these notices along to all its student majors via its email list serve. Finally, based on local knowledge and past experience, department faculty provides students with ad hoc advice and guidance on securing internships. Most student internships are unpaid, but about one-quarter are paid.

On average some 15 to 20 students complete internships each semester, including summer⁹. City and county governments and non-profit organizations account for a large proportion of all internship partners for the department, but private employers are also significant. Consulting firms, real estate agencies, architects, and engineering firms are most common partners for student internships in the private sector.

Theme 3: Research, Publication, and Applied Scholarship

⁸ See Appendix B for Department’s SLOs.
⁹ See table on Internships 2009-2010 in Appendix K.
The faculty of the department has a strong orientation towards research, publication, and applied scholarship. All of the department’s tenured and tenure line faculty have developed research agendas informed by current academic theory and centered on contemporary themes in urban studies and planning. In the department’s recent revision of the its reappointment, tenure, and promotion guidelines (2009) the department faculty strengthened the expectations for scholarly publication, requiring a minimum of two peer-reviewed publications along with a larger body of scholarly work for promotion to associate professor and the granting of tenure and also specifically required an additional three peer-reviewed publications and further scholarly work in order to be considered for promotion to professor.

Faculty research and publication has focused on a range of themes - housing, spatial mismatch of jobs and employment, environmental regulations and economic development, urban design strategies, community development and participatory planning, and other topics. Los Angeles and its metropolitan region often serve as the focus for these empirical studies. Much of this work seeks to contribute to the improvement in working and living conditions in the Southern California region, and can be broadly defined as ‘applied scholarship’. Some of these research efforts also engage students directly in the process, especially courses which have used community learning approaches in area neighborhoods.

Faculty research and publication efforts are steady and consistent, especially given the demanding teaching load of the CSU. The university and the college do provide many opportunities for untenured faculty members to compete for reassigned time to work on clearly defined research projects, and the department’s probationary faculty has been very successful in the last five years at securing many of these grants (and hence release time for their research); thus contributing to the percentage of courses taught by the part time faculty. Institutional opportunities for research support for tenured faculty are fewer, but nevertheless some opportunities do exist.

**Theme 4: Department’s preparedness for predicted academic and professional needs of students**

The department is one of the few undergraduate planning programs in the region. This was identified as a major strength by the tenure-line faculty, who also emphasized the balance of urban studies and urban planning components in the curriculum. Therefore, the applied emphasis of the department is built on a very strong theoretical foundation established in the curriculum. According to the student survey results 63 percent of the students have acquired adequate amount of training in history and theory of planning, which is only second to sustainability (74%).
In planning education literature, there is a general consensus that communication skills are essential for planners (Seltzer & Ozawa, 2002; Guzzetta & Bollens, 2003; Dalton, 2001). More particularly, report writing (Seltzer & Ozawa, 2002) and oral presentation (Seltzer & Ozawa, 2002; Guzzetta & Bollens, 2003) are identified as required skills in addition to critical thinking (Seltzer & Ozawa, 2002), and addressing community problems (Dalton, 2001; Guzzetta & Bollens, 2003) with awareness of ethical responsibility (Dalton, 2001).

Most of these skills were identified by the lecturers as essential skills students should acquire in the department. They emphasized written and oral communication skills, and budgeting and accounting since they perceived potential for improvement of those skills among students. Student survey results are somewhat aligned with these comments. Although 58 percent of the students think they have acquired the oral communication skills and 53 percent the written communication skills, only 5 percent of the students think that they have acquired skills for budgeting and financial management. Also, only 37 percent of the students think that they have acquired adequate amount of training for ethics of professional responsibility. However, 53 percent of the students think that they had training for equity and social justice.

Moreover, Planning Accreditation Board, in its report evaluating the department in 2006, identified need for improvement in the department’s curriculum for ethics of professional practice and history and theory of planning.

Curriculum revision efforts of the 2007-2008 academic year addressed some of the problems noted above. To enhance the department's assessment efforts, focus will be shifted to program assessment through capstone courses (from assessment of General Education courses) in the next five years. This will allow the department to address its effectiveness for improving students’ research skills, communicative capacities, awareness of ethical responsibilities and knowledge on history and theory of planning.

**Theme 5: Professional Contributions by Program Alumni**

Teaching is the principal mission of the department of Urban Studies and Planning and the career and professional accomplishments of its students and alumni represent one of the key measures of the department’s success in fulfilling its mission.

Since the inception of the “urban studies program” at the university in the late 1960s, which eventually evolved into the present “department of urban studies and planning” in 2002, nearly 700 bachelor's degrees
have been awarded. Most of the department’s graduates are located in California, and the vast majority is concentrated in the Los Angeles metropolitan region. In an effort to track the career and professional development of its alumni, the department has been surveying its alumni over the past three years and asking them to provide career updates and current business cards. About ten percent of the total alumni population (with graduation dates ranging from 1973 to 2010) has submitted business cards\textsuperscript{10}. While it is likely that those who have submitted this information may represent the most professionally active alumni, nevertheless, these data provide an excellent snapshot of the career and professional development of the program’s alumni.

Slightly over 50 percent of alumni work directly in professional planning positions in government agencies and offices. Most of these individuals work in city and county governments, but some work for state and federal agencies as well. Many alumni begin their planning careers as planning assistants or assistant planners and then progress to positions of increasing responsibility, often heading planning agencies or other organizations. One alumnus is currently a city manager (Simi Valley), at least three are now city planning directors (Asusa, La Canada-Flintridge, and Rancho Mirage), one is the director of a transportation authority (Antelope Valley), and another is the Deputy Mayor for Transportation for the City of Los Angeles. The immediate past president of the American Planning Association – California, (the largest and most influential state-based planning organization in the U.S.), is also an alumni of the department.

Another 30 percent of the alumni, work in a wide range of social and public service occupations, some of which are directly linked to urban studies and planning. Social work, law enforcement, higher education, and politics are the principal sectors where these alumni have pursued career opportunities.

Finally, a comparatively small proportion, about 20 percent, of the department’s alumni is employed in the private sector and many of these jobs are related to urban studies and planning. This includes individuals working in the consulting business (usually in planning), in real estate sales, both residential and commercial, in property development, and in other diverse professions.

\textsuperscript{10} For the full list of alumni current employment, refer to Appendix I.
PART 4: DISCUSSION OF THE DEPARTMENT’S MOU

1. Formulate a chair succession plan. During our review, no clear successor was identified within the department. We recommend that the department be empowered to search for tenured, senior candidates (associate or full professor) from the outside.

**Understanding:** The department and the Dean will discuss the possibility of selecting the next department chair from outside of the department.

**Action:** The department hired a new chair from outside of the University at the beginning of the 2008/2009 academic year.

2. Continue deliberate movement toward PAB accreditation. As part of the preliminaries, carry out a mock PAB-style review. Consider whether the current faculty search and chair succession issues must be resolved to achieve maximum credibility before the PAB review.

**Understanding:** The department is on track for PAB accreditation. The Dean and the department have hired a consultant to guide the department through the PAB accreditation process. The department has developed a timeline for completion of a self-study, and has a first draft of the strategic plan useful for PAB accreditation.

**Action:** The department was denied PAB accreditation in September 2006 and was given extension for its candidacy, which expired in December 2007. The department discussed initiating the accreditation process as a goal at its Faculty Retreat in September 2010 by involving the new faculty from the very beginning of the application procedure.

3. Evaluate community service learning (CSL). At a minimum, modify present student course evaluations to tap the unique costs, implications, and rewards of CSL. For teaching-learning assessment, consider including the exhibition of “products” (e.g., the presentation of design projects in public sessions). The information gathered from such efforts might inform further potential initiatives, such as linkages among the various CSL projects and classes, or improved orientation of both faculty and community residents to CSL procedure and expectation.

4. Assessment of the program is required. The department should have objectives and student learning outcomes for each option and regularly discuss how their students are achieving the student learning outcomes.
Understanding: In response to #3 and #4, the department has begun assessment of the program as part of the PAB accreditation. The department will assess its community service learning program in order to evaluate the time commitment of students enrolled in the program and evaluate the outcomes of the CSL assessment.

Action: The department plans to initiate its program assessment in the spring semester of 2011 by assessing several 400 level courses, some of which include service learning components. Also, as a part of the program review efforts during the faculty retreat, the tenure-line faculty revised the department’s student learning objectives, two of which now clearly address service learning.

5. Augment clerical staff support. The shortage of staff support, vis-à-vis the needs of a new, professionally oriented program, leaves the department (and the campus' substantial recent investment) in a precarious position. In view of fiscal constraints throughout the University, the addition of as little as 50 percent of a permanent full-time staff position, shared by another department, might be useful.

Understanding: Clerical support for the department will be reviewed in light of increases in the number of majors and FTES.

Action: No change has occurred. Currently the department has one full time staff and several student assistants funded by Federal Work Study monies.

6. Increase alumni involvement in publicity, especially of CSL activities. Solicit alumni sponsorship for continuing upgrades and maintenance of the department’s website. Strengthen the current site to include a wider, deeper, and more current array of department activities, profiles, and opportunities.

Understanding: The department agrees to increase its outreach efforts to alumni and to engage them in more department activities. The department will upgrade its website.

Action: The department website is upgraded and aligned with the other departments in the College. For better connection with the alumni, first, the department has been preparing annual newsletters, which are sent to all alumni, current students, and local government agencies since the 2008/2009 academic year. One section of this newsletter is dedicated to service learning projects of the department. Second, in addition to occasional alumni council meetings, the department implemented a pilot mentorship program during the spring semester of 2009 to connect the alumni with the current students. Third, every
semester at least one alumnus or alumnae is invited to make a presentation to the students as a department activity. Fourth, since the fall semester of 2008, the department has sent all alumni an alumni update and fund raising request.

7. The reviewers commented upon exceptionally heavy service burden on faculty and how such obligations compete with classroom performance and professional growth. Reviewers did not offer any solutions to this situation, noting that “it results substantially from external factors.”

**Understanding:** The Dean is mindful of the service burden on faculty on the URBS department as well as in other departments in the College. Service criteria are an influential part of the RTP process.

**Action:** Over the last five years the college has invested heavily in reassigned time for service activities, and many of the faculty in the department have benefited from this practice.

8. Discuss the availability of academic advisement for students. The department has an academic advisor who works for six different departments, several with large numbers of majors. The lack of separate academic advisor could lead to student and faculty frustration as well as a possible reduction in the number of majors.

**Understanding:** The Dean and the department agree that advisement is being addressed at many levels. The chair and department faculty advise declared URBS majors. A Student Services Professional in the Student Services Center serves as advisor for Urban Studies students and Political Science students.

**Action:** Since the spring semester of 2008, the department has one tenure-line faculty advising every student who has declared Urban Studies and Planning major every semester with 3 units per semester release time.
REFERENCES


Appendix A: MOU from the Previous Review
Date: August 26, 2005

To: President Jolene Koester

From: Cynthia Rawitch, Associate Vice President
       Undergraduate Studies

Subject: Final Memorandum of Understanding – Urban Studies & Planning Program Review

On April 5, 2005 a meeting was held to discuss the commendations and recommendations made by the external reviewers for the Urban Studies and Planning Department.

Attached please find the final Memorandum of Understanding from the 2004-05 Urban Studies and Planning Department Program Review.

Please contact me if you have any questions.

CZR: pf
Attachment

cc: Harry Hellenbrand, Provost and V.P., Academic Affairs
    Stella Theofilou, Dean, College of Social and Behavioral Sciences
    Brennis Lucero-Wagoner, Associate Dean, College of Social and Behavioral Sciences
Date: August 25, 2005

To: Dr. Stella Theodoulou, Dean, College of Social & Behavioral Sciences

From: Cynthia Rawitch, Associate Vice President, Undergraduate Studies

Subject: Final Memorandum of Understanding – Urban Studies & Planning Program Review

On April 5, 2005 a meeting was held to discuss the commendations and recommendations made by the external reviewers of the Urban Studies and Planning Department. Present at the meeting were: Margaret Fieweger, Associate V.P., Undergraduate Studies; Stella Theodoulou, Dean, College of Social & Behavioral Sciences; Brennis Lucero-Wagoner, Associate Dean, College of Social & Behavioral Sciences; Tim Dagodag, Chair, Urban Studies & Planning Department; department faculty members Lisa Richardson, Julie Dercle, and David Diaz; and Diane Schwartz representing the Educational Policies Committee.

Dr. Fieweger congratulated the program on its many strengths and for the commendations in the external reviewers’ report. A discussion of the reviewers’ commendations and recommendations followed.

The recommendations were reviewed and the understandings on the following pages were reached.

CZR: pf
Attachment

cc: Harry Hellenbrand, Provost and V.P., Academic Affairs
Spero Bowman, Associate V.P., Academic Resources
Penelope Jennings, Associate V.P., Faculty Affairs
Brennis Lucero-Wagoner, Associate Dean, College of Social & Behavioral Sciences
Tim Dagodag, Chair, Urban Studies & Planning Department
Lisa Richardson, Urban Studies & Planning Department
Julie Dercle, Urban Studies & Planning Department
David Diaz, Urban Studies & Planning Department
Diane Schwartz, Computer Science Department, Educational Policies Committee Representative
SUMMARY OF REVIEWERS' COMMENDATIONS

1. The most salient strength of the Department lies in the qualifications and enthusiasm of its faculty. Faculty members like what they are doing, like the student body, and are encouraged with the direction of the program. They are a talented group possessing different areas of expertise.

2. The curriculum offers a strong interdisciplinary background in urban studies and planning, comprising both sound theoretical skills as well as applied coursework and practical internship and community service learning experiences. The combination appears to provide a well-rounded foundation for jobs in various areas of urban studies and planning, a broad conclusion corroborated by several alumni.

3. Current students and alumni applauded the internship requirement and Department's successful record of implementation. This is an important criterion in the accreditation process.

4. The reviewers' commended the Department's recent incorporation of CSL opportunities. In a field such as planning, it is essential that students have the ability to work in communities and see first-hand what can be done with communities and their residents. Providing students applied community experience is critical for accreditation. The Chancellor's Office has recognized the department for its civic engagement.

5. Another curricular strong point is the faculty's development of new courses in key areas of planning (for example, urban design). The recent opening of the Urban Studies and Planning Lab facility is a big step toward the provision of structural support for professionally oriented courses.

6. The enthusiasm of current students in the program can be considered a definite strength of the program. They take pride in the program. They want it to be the best program it can be.

7. The Urban Archives, in particular the materials donated by the California Chapter of the American Planning Association, represent a strength whose recognition will increase with time. Besides being an immediate instructional resource for CSUN students and faculty, scholarship exploiting these archives will eventually raise CSUN's profile in the research community.
SUMMARY OF REVIEWERS’ RECOMMENDATIONS

1. Formulate a chair succession plan. During our review, no clear successor was identified within the Department. We recommend that the Department be empowered to search for tenured, senior candidates (associate or full professor) from the outside.

Understanding: The department and the dean will discuss the possibility of selecting the next department chair from outside of the department.

2. Continue deliberate movement toward PAB accreditation. As part of the preliminaries, carry out a mock PAB-style review. Consider whether the current faculty search and chair succession issues must be resolved to achieve maximum credibility before the PAB review panel.

Understanding: The department is on track for PAB accreditation. The dean and department have hired a consultant to guide the department through the PAB accreditation process. The department has developed a timeline for completion of a self-study, and has a first draft of the strategic plan useful for PAB accreditation.

3. Evaluate community service learning (CSL). At a minimum, modify present student course evaluations to tap the unique costs, complications, and rewards of CSL. For teaching-learning assessment, consider including the exhibition of "products" (e.g., the presentation of design projects in public sessions). The information gathered from such efforts might inform further potential initiatives, such as linkages among the various CSL projects and classes, or improved orientation of both faculty and community residents to CSL procedure and expectation.

4. Assessment of the programs is required. The department should have objectives, and student learning outcomes for each option and regularly discuss how their students are achieving the student learning outcomes.

Understanding: In response to #3 and #4, the department has begun assessment of the program as part of the PAB accreditation. The department will assess its community service learning program in order to evaluate the time commitment of students enrolled in the program and evaluate the outcomes of the CSL assessment.

5. Augment clerical staff support. The shortage of staff support, vis-à-vis the needs of a new, professionally oriented program, leaves the Department (and the campus's substantial recent investment) in a precarious position. In view of fiscal constraints throughout the University, the addition of as little as 50% of a permanent full-time staff position, shared by another department, might be useful.

Understanding: Clerical support for the department will be reviewed in light of increases in the number of majors and FTES.
6. Increase alumni involvement in publicity, especially of CSL activities. Solicit alumni sponsorship for continuing upgrades and maintenance of the Department's web site. Strengthen the current site to include a wider, deeper, and more current array of Department activities, profiles, and opportunities.

Understanding: The department agrees to increase its outreach efforts to alumni and to engage them in more department activities. The department will upgrade its web site.

7. The reviewers commented upon exceptionally heavy service burden on faculty and how such obligations compete with classroom performance and professional growth. Reviewers did not offer any solutions to this situation, noting that "it results substantially from external factors."

Understanding: The dean is mindful of the service burden on faculty in the URBS department as well as in other departments in the college. Service criteria are an influential part of the RTP process.

8. Discuss the availability of academic advisement for students. The department has an academic advisor who works for six different Departments, several with large numbers of majors. The lack of a separate academic advisor could lead to student and faculty frustration as well as a possible reduction in the number of majors.

Understanding: The dean and the department agree that advisement is being addressed at many levels. The chair and department faculty advise declared URBS majors. A Student Services Professional in the Students Services Center serves as advisor for Urban Studies students and Political Science students.
Appendix B: Program SLOs, assessment plan and matrices

Department’s revised student learning outcomes are as follows:

1. Students know the historical and contemporary forces and key theories responsible for urban development in the U.S. and elsewhere in the world.
2. Students demonstrate knowledge of current principles and practices of urban planning relevant at multiple levels of government from local to global.
3. Students demonstrate the ability to work with diverse communities utilizing participatory approaches in decision making processes.
4. Students demonstrate knowledge of appropriate methods and techniques to accomplish urban-related research.
5. Students demonstrate an ability to apply principles of sustainable development.
6. Students participate in various forms of civic engagement.
7. Students gain applied experience through internship and fieldwork courses.
# Student Learning Outcomes (SLO)

1. Students are expected to know the key forces responsible for urban development in the U.S. and elsewhere in the world.

2. Students are expected to demonstrate knowledge of current principles and practices of urban planning relevant at multiple levels of government from local to global.

3. Students are expected to demonstrate the ability to work with diverse communities to advance social justice.

4. Students are expected to demonstrate knowledge of appropriate methods and techniques to accomplish urban-related research.

5. Students are expected to demonstrate an ability to apply principles of sustainable development using a participatory approach to decision making.

6. Students are expected to participate in various forms of civic engagement.

<table>
<thead>
<tr>
<th>Student Learning Outcomes (SLO) under assessment</th>
<th>Year of SLO Assessment</th>
<th>Where Expected Outcomes are Best Assessed</th>
<th>Student Work Samples Used to Assess Outcomes (Direct Measures)</th>
<th>Criteria Used to Assess Outcomes</th>
<th>Student Population</th>
<th>Assessment Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students are expected to know the key forces responsible for urban development in the U.S. and elsewhere in the world.</td>
<td>2007/08</td>
<td>* URBS 310 – 6 sections</td>
<td>* Test (pre and post tests)</td>
<td>* Criterion referenced test score</td>
<td>*Sophomores, Juniors, &amp; Seniors</td>
<td>* Pre and post tests administered during Spring 2008 in URBS 310</td>
</tr>
<tr>
<td>SLO 1-6</td>
<td>2008/09</td>
<td>URBS 150 Traditional Large class Hybrid On-line</td>
<td>Test (pre and post tests)</td>
<td>Correct scores</td>
<td>Freshmen &amp; Sophomores</td>
<td>Test administered during Spring 2009 in URBS 150</td>
</tr>
<tr>
<td>SLO 2, 3 &amp; 4</td>
<td>2008/09</td>
<td>URBS 450</td>
<td>Conceptual development of two instruments: Exit Interviews Portfolios</td>
<td></td>
<td>Seniors</td>
<td>Review the literature on successful indicators of Urban Planning graduates. Include a compilation of instrument samples and results from an investigation of potential software and costs for electronic portfolios.</td>
</tr>
<tr>
<td>TBD</td>
<td>2010/11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>2011/12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Program Assessment Timeline

## 2007-08

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Who Will Do The Tasks</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inform faculty of the upcoming assessment study in the Fall semester prior to assessment activity.</td>
<td>Assessment Committee</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Prepare course syllabi to clearly include the student learning objective that is the focus of assessment.</td>
<td>Individual Faculty members whose class is the site for data collection</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>Identify assessment objectives/questions related to student learning outcome(s)</td>
<td>Assessment Committee</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Identify assessment tool</td>
<td>Assessment Committee</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Send correspondence to inform all parties involved in the assessment process and the due dates for all events.</td>
<td>Chair with Assessment Committee</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Administer the Test in all sections of 150</td>
<td>All Faculty that teach URBS 150</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>Collect and enter data</td>
<td>Department Staff</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>Examine results, summarize assessment study and make suggestions for change if results suggest change.</td>
<td>Assessment Committee prepares a first draft and Chair and faculty will review and comment</td>
<td>Summer 2009</td>
</tr>
<tr>
<td>Share findings with interested groups on campus.</td>
<td>Chair or Assessment Coordinator</td>
<td>On going</td>
</tr>
<tr>
<td>Prepare assessment report and send to the associate dean.</td>
<td>Assessment Committee with Chair final approval</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>Prepare for next assessment study.</td>
<td>Assessment Committee</td>
<td>On going</td>
</tr>
</tbody>
</table>
Appendix C: Annual assessment reports for each year of the review period
September 5, 2007

Dr. Greg Truex, Associate Dean  
College of Social and Behavioral Sciences

Dear Dr. Truex:

During the previous academic year the department was chiefly involved in an accreditation process. Over this period, departmental assessment activities primarily focused on evaluation of current seniors and alumni’s experiences with regard to departmental curriculum and advisement. Data from these activities were collected using a survey instrument designed and administered by the department. There were a total of 35 respondents, 24 percent were current students – graduating seniors and 11 percent were alumni. Overall, 34 percent of respondents reported that the effectiveness of URBS courses are excellent and 24 percent responded good. These findings will be shared with the department’s faculty, and the curriculum committee to take into consideration as committee work commences for the academic year.

Additionally, student experiences with advisement were assessed for graduating seniors and alumni. Forty-four percent of respondents reported that advisement was excellent and 25 percent reported a good experience, while 31 percent indicated that their experience with advisement was fair, poor, or very poor. These results suggest that the advisement process may not be optimal. The department has taken initial steps to alter the process by having fulltime faculty become much more involved in the process. Currently, faculty are in discussion about the direction of the advisement process; these details will be worked out before the next advisement cycle.

Moreover, in an effort to align departmental assessment activities with the University’s assessment initiative, this year will mark a reinvention of the department’s assessment plan. The goal is to produce a comprehensive 5-year assessment plan during the Fall 2007 semester and implement the assessment plan starting with the evaluation of two core student learning objectives in Spring 2008.

Hence, at this juncture the department has developed a working plan for the planning of assessment activities and details of the plan follow this cover letter. However, it must be noted that the major reason for having an underdeveloped plan is to allow for a more systematic involvement of faculty. Particularly, as the department forges forward to foster an environment of inclusion, it is critical that all faculty have an opportunity to contribute to the process.

Thank you in advance for reviewing these documents. Please direct all questions to Dr. Peter Nwosu or Dr. Kenya Covington at ext. 2904.

Sincerely,

Peter Nwosu,         Kenya Covington,  
Chair, Urban Studies and Planning    Assessment Liaison/Coordinator
INTRODUCTION

This academic year, the Department’s assessment activities focused on three major tasks:

- Updating Department Student Learning Objectives,
- Identification of one SLO to evaluate, and
- Implementation of a Pre and Post evaluation method

Using an iterative process, SLOs were revised by faculty consensus. The final list of SLOs follows:

1. Students are expected to know the key forces responsible for urban development in the U.S. and elsewhere in the world.
2. Students are expected to demonstrate knowledge of current principles and practices of urban planning relevant at multiple levels of government from local to global.
3. Students are expected to demonstrate the ability to work with diverse communities to advance social justice.
4. Students are expected to demonstrate knowledge of appropriate methods and techniques to accomplish urban-related research.
5. Students are expected to demonstrate an ability to apply principles of sustainable development using a participatory approach to decision making.
6. Students are expected to participate in various forms of civic engagement.

After a great deal of debate focused by using alignment matrixes, etc. faculty chose to evaluate SLO 1. Subsequent meetings then focused on evaluation method and development of an instrument. Procedurally, this year's efforts have been very successful. The entire process was a joint effort by the Department and practically every step of the process received colleague scrutiny and comment. To fully engage the department, several departmental meetings were scheduled which focused on assessment activities. At these meetings multiple accomplishments were achieved with 100% participation by Department faculty.

The following section focuses on the evaluation method and sites for data collection.

EVALUATION INSTRUMENT

Through collaboration faculty produced a battery of questions from which the final selection was chosen. As questions were included in the battery they were organized into three categories of knowledge: Basic, Advanced, and Complex.
These distinctions were based on faculty expertise. With regards to improvement, there might be a pedagogical philosophy that the department wants to adopt that is a more transparent. Currently, we don’t really have a rubric for justifying levels of knowledge acquisition.

Both pre and post tests were administered and data was entered (see Appendix A – Assessment Instrument). The pre and post test was administered to 6 sections of URBS 310 - The Growth and Development of Cities.

RESULTS

In total including pre and post test, there were 304 cases. Results indicate that 158 tests were collected during the pre test and 146 tests were collected during the post test. Overall, twenty questions were included and according to Figure 1, students improved their basic, advanced and complex knowledge of the forces responsible for urban development. There was improvement across the board except in two cases, questions #12 and #17. Generally, improvement was significant from the pre to the post test. Anova test results where between group comparisons were made indicate that a significant increase in learning was confirmed for 50 percent of the instrument questions.

Figure 1: Urban Studies and Planning Dept. Assessment 2007 -2008
SLO #1: Students are expected to know the key forces responsible for urban development in the U.S. and elsewhere in the world.

Figure 2 aggregates the results by knowledge category and results continue to indicate some improvement. There were 8 questions that aligned with the Basic knowledge category; within this category bout 37.5 percent of the question pre and post test responses indicate significant improvement from the pretest. There
were 6 questions that were designated advance knowledge and 50 percent of questions show significant improvement from the pre to post test responses. Lastly, 66.6 percent of questions in the complex knowledge category showed improvement from the pre and post test period.

**Figure 2: URBS 2007-2008 Assessment Results**

Summary by Knowledge Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASIC</td>
<td>66.9</td>
<td>74.6</td>
</tr>
<tr>
<td>ADVANCED</td>
<td>75.3</td>
<td>80.5</td>
</tr>
<tr>
<td>COMPLEX</td>
<td>56.5</td>
<td>65.1</td>
</tr>
</tbody>
</table>

**Conclusions**

Generally, students improved their basic, advanced and complex knowledge of the forces responsible for urban development. The department believes that it is critical to collect multiple waves of data before considering administrative action. The instrument will be administered to students in Spring 2009 and demographic questions will be included on the instrument.
Annual Assessment Report to the College 2009-2010

College: Social and Behavioral Science

Department: Urban Studies and Planning

Note: Please submit report to your department chair or program coordinator and to the Associate Dean of your College by September 30, 2010. You may submit a separate report for each program which conducted assessment activities.

Liaison: Kenya Covington (Chair), Henrik Minassians and Ward Thomas (committee)

1. Overview of Annual Assessment Project(s)

1a. Assessment Process Overview:
For the 2009/2010 period the assessment committee met and provided direction on assessment activity. All data collection and data entry was managed by the Chair of the committee.

1b. Implementation and Modifications:
Generally, the assessment plan has been followed – for URBS 310 – a total of 224 pre and post tests were collected and for URBS 150 – a total of 399 pre and post tests were collected. For ongoing assessment activities targeted at URBS 150, the committee has recommended additional data collection points to enhance objectivity and limit bias within the data. We have preliminary results from pre and post exams of URBS general education gateway courses that on average indicate that students are improving in the post exam as indicated by URBS 310 but improvement is less evident for students in URBS 150 – additional analysis is suggested.

2. Student Learning Outcome Assessment Project:
Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

2a. Which Student Learning Outcome was measured this year?

URBS 150: Urban Scene

March 30, 2009, prepared by Bonnie Paller
I. **Students are expected to know the key forces responsible for urban development in the U.S. and elsewhere on the world**
   1. Discuss the reasons for the existence of cities.
   2. Understand the past, present, and future trends of urbanization.
   3. Grasp fundamental concepts in urban studies.
   4. Have a basic understanding of the forces that contribute to the transformation of cities in everyday life.
   5. Identify urban environments as sites of struggle and as manifestations of power relationships.

II. **Students are expected to demonstrate knowledge of current principles and practices of urban planning relevant at multiple levels of government from local to global.**
   1. Discuss the local and global manifestations of the urban scene.
   2. Demonstrate knowledge of contemporary urban problems and the range of planning practices that can help to resolve them.
   3. Demonstrate basic knowledge of city planning laws and principles.
   4. Grasp basic methods in urban studies.
   5. Demonstrate basic knowledge of career opportunities in urban studies and planning.

**URBS 310: The Sustainable Growth and Development of Cities**

I. **Students are expected to know the key forces responsible for urban development in the U.S. and elsewhere in the world.**
   1. To elucidate the key historical forces responsible for urban development across the world in general and particularly within North America.
   2. Explain how cities have evolved and identify economic and social forces that cause change over time;
   3. To understand how changes in urban demographics have impacted urban growth.
   4. To understand how urban infrastructure has expanded and contributed to urban growth.
   5. To appreciate planning and governance based policies employed to address social and environmental challenges that result from urban expansion.
   6. To understand how the decline of inner-cities, sprawl, and suburbanization are related to each other and their importance in the viability of the city.
   7. Explore sustainable development as a factor that will shape the future development of cities.

2b. What assessment instrument(s) were used to measure this SLO?

March 30, 2009, prepared by Bonnie Paller
Pre and Post Exam of major knowledge content that is organized by SLO. There were approximately 4 to 5 questions per SLO.

### 2c. Describe the participants sampled to assess this SLO:
All sections of URBS 310 and URBS 150 were included in the assessment, including courses taught by adjunct faculty. The actual student sample is comprised of a variety of students, Freshmen to Seniors and majors and nonmajors.

### 2d. Describe the assessment design methodology:
The department opted to employ a cross-sectional design over a longitudinal design; the assessment activity was viewed as an exercise meant to capture average group performance over the semester as opposed to individual performance. This methodology allows us to report on as a whole, how has the group progressed over the semester. However, we are able to report results by year of matriculation and whether students are majors.

### 2e. Assessment Results & Analysis of this SLO:
Preliminary results for year 2009 indicate that URBS 310 assessment results for SLO 1 shows that on average across all sections students improved on the post exam consistently on 14 out of the 3 exam questions. More detailed and more sophisticated analysis is planned for the upcoming academic year that compiles both year 2008 and 2009 data.

### 2f. Use of Assessment Results of this SLO:
For preparation of assessment activities major work had to be done which required the department to participate in the alignment of Departmental SLOs and course SLOs. All members of the department including adjunct faculty participated in this activity. This activity forced the faculty to seriously revise SLOs for URBS 150 and URBS 310. For the first time the multiple sections of URBS 150 and URBS 310 are operating under the same SLOs – this effectively achieves some continuity in learning without limiting faculty academic freedom. Faculty can address the SLOs using their own pedagogical preferences. Currently, the assessment committee is planning for one additional data collection wave for URBS 150.

Additionally, discussions about URBS 310 and the identification of knowledge being taught in this course led the group to realize that sustainable development is a significant area covered and hence the title of this course was revised to reflect the course focus and a desire by the department to move the curriculum in this direction as this also represents a shift in discipline focus overall.
3. How do your assessment activities connect with your program’s strategic plan?

Prior to the mandatory impaction that effectively limited course enrollment throughout the University, URBS was in a growth mode. We seemed to be asking ourselves, how can we grow the department and FTES? For the faculty it was important that the gateway courses be streamlined so that there is some continuity in knowledge being taught – these seemed to be the courses where new majors were most often being recruited from. Improving the student experience and learning in these courses was a concerted effort to recruit more majors.

4. Overall, if this year’s program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.

Preliminary evidence suggests that student learning across URBS 150 on the SLOs identified is not systematically improving. However, there is also evidence that the initial pre-test indicates a high level of understanding on many of the measures, generally on all but three measures students are above 50% correction rate in the pre-period. This mix of preliminary results suggests that another year of data collection would be helpful in providing more robust results for reshaping this course. There are a number of dynamics that potentially contribute to the result inconsistencies and a serious course revision that brings this course into alignment with new areas of knowledge in the discipline may be the kind of revision that will enhance student learning in this course. Resources that allow faculty to work on a serious course revision would significantly support student learning.

5. Other information, assessment or reflective activities not captured above.

Also, a review of the literature on effective strategies for overall program review was completed. A whitepaper on the strategies appropriate for the discipline was produced. This document has helped the faculty begin discussions about a senior assessment tool. These discussions will be ongoing as we determine what information is critical for Program Review that is currently underway.

6. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

March 30, 2009, prepared by Bonnie Paller
Not yet, but there is an interest.
Appendix D: Faculty Vitae
Zeynep Toker, PhD.
Associate Professor, Urban Studies and Planning
California State University Northridge
18111 Nordhoff Street, Northridge, California 91330-8259
Phone: (818) 677-2872 Fax: (818) 677-5850
zeypet.toker@csun.edu

education

Post-Doctoral Researcher, Department of Architecture
Project Title: "Designing Dynamic Environments for the Performing Arts"
- Developed case study methodology, performed interviews and archival research for the Arts and Humanities Research Council funded research project.
- Reviewed the inception, programming, design, and building processes of a number of recently completed buildings for the Performing Arts in different parts of the UK.

08/2000 – 05/2004 North Carolina State University Raleigh, NC, USA
PhD. in Design
College of Design, Community and Environmental Design Concentration
- Doctoral Dissertation: “Women’s Spatial Needs in Housing: Accommodating Gender Ideologies, Use Patterns, and Privacy”
- Research into the increasing need for new housing types to accommodate unconventional households in the United States, and women’s new roles in such households.
- A comparative multiple case study methodology utilizing interviews, time diaries, systematic observations, and plan analysis. Compares cohousing and neo-traditional housing.
- Funded by American Association of University Women Educational Foundation (AAUW) - International Fellowship.

09/1998 – 06/2000 Middle East Technical University Ankara, TURKEY
Master of City Planning in Urban Design
College of Architecture, Urban Design Graduate Program
- Masters Thesis: “Housing Production Processes: Can User-Oriented Methods of Production Replace the Conventional Ones?”
- Reviews conventional and participatory processes of providing housing for the masses in last two centuries in Western Europe and the United States with their shortcomings.

09/1994 – 06/1998 Middle East Technical University Ankara, TURKEY
Bachelor of City and Regional Planning
College of Architecture, Department of City and Regional Planning
### Community Development Experience

<table>
<thead>
<tr>
<th>Since 08/2010</th>
<th>California State University, Northridge</th>
<th>Los Angeles, CA, USA</th>
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<tbody>
<tr>
<td></td>
<td>Associate Professor, Department of Urban Studies and Planning</td>
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<tr>
<td></td>
<td><strong>Project Title: “Pacoima Wash RIO – River Improvement Overlay”</strong></td>
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<tr>
<td></td>
<td>- As a part of URBS 440 Community Based Urban Design course (Fall 2010), students developed a set of design guidelines based on available data collected around Pacoima Wash since 2008. The design guidelines were used to prepare the RIO.</td>
<td></td>
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<td></td>
<td>- Community partners: Pacoima Beautiful</td>
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<tr>
<th>08/2006-05/2010</th>
<th>California State University, Northridge</th>
<th>Los Angeles, CA, USA</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Assistant Professor, Department of Urban Studies and Planning</td>
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<tr>
<td></td>
<td><strong>Project Title: “Walkable Streets around San Fernando High School”</strong></td>
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<tr>
<td></td>
<td>- As a part of URBS 450 Urban Problems Seminar course (Spring 2010), in collaboration with FCS 690H Interior Design of Selected Settings students conducted 391 cognitive mapping exercise with 391 high school students at San Fernando High School to identify and redesign the streets, which are heavily used by the students. A final report was submitted to Youth Speak!.</td>
<td></td>
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<tr>
<td></td>
<td>- Community partners: Youth Speak! Afterschool Program, San Fernando High School</td>
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<tr>
<td></td>
<td><strong>Project Title: “Public Open Space along Pacoima Wash”</strong></td>
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<tr>
<td></td>
<td>- As a part of URBS 450 Urban Problems Seminar course (Spring 2009), in collaboration with FCS 690H Interior Design of Selected Settings students organized a community workshops and conducted 158 interviews to prepare public open space alternatives for one of four focus areas of the Pacoima Wash Revitalization efforts of Pacoima Beautiful supported by a PLACE Initiative Grant of Los Angeles County. A final report was submitted to Pacoima Beautiful.</td>
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<tr>
<td></td>
<td>- Community partners: Pacoima Beautiful, Vaughn Charter School</td>
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<tr>
<td></td>
<td><strong>Project Title: “MacArthur Park”</strong></td>
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<tr>
<td></td>
<td>- As a part of URBS 150 Urban Scene course (Fall 2008), in collaboration with URBS 310 Sustainable Growth and Development of Cities students collected data and prepared a presentation about impediments on economic development in MacArthur area, which accommodates mostly ethnic minority and low income population in Los Angeles. A final report was submitted to Los Angeles Housing Partnership.</td>
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<tr>
<td></td>
<td>- Community partners: Los Angeles Housing Partnership, Heart of Los Angeles</td>
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<tr>
<td></td>
<td><strong>Project Title: “Pacoima Mixed-use Development”</strong></td>
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<tr>
<td></td>
<td>- As a part of URBS 450 Urban Problems Seminar course (Spring 2008), students organized two community workshops and conducted 339 interviews to prepare mixed use development alternatives on a site currently occupied by an asphalt recycling plant in a residential section of Pacoima. A final report was submitted to Pacoima Beautiful.</td>
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<td></td>
<td>- Community partner: Pacoima Beautiful</td>
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<td></td>
<td><strong>Project Title: “Aliso Canyon Park”</strong></td>
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<td></td>
<td>- As a part of URBS 450 Urban Problems Seminar course (Spring 2007), students organized two community focus group meetings and prepared two alternatives for the newly acquired five acres addition to the Aliso Canyon Park in collaboration with the Councilman Greg Smith’s Office of the City of Los Angeles.</td>
<td></td>
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<td></td>
<td>- Community partners: Neighborhood Councils of Council District 12 (City of Los Angeles)</td>
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</table>
### Community Development Experience (continued)

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Location</th>
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<tbody>
<tr>
<td>02/2004 – 06/2004</td>
<td>Sandhills Family Heritage Association</td>
<td>Spring Lake, NC, USA</td>
</tr>
<tr>
<td></td>
<td>Design Consultant</td>
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<tr>
<td></td>
<td><strong>Project Title:</strong> “Sandhills Community Center”</td>
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<tr>
<td></td>
<td>• Participated in organizing a focus group meeting and two community workshops in order to involve community members in the renovation planning process of the Sandhills Community Center.</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>01/2003 – 06/2003</td>
<td>Laguna Department of Education</td>
<td>Laguna, NM, USA</td>
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<tr>
<td></td>
<td>Design Consultant</td>
<td></td>
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<td></td>
<td><strong>Project Title:</strong> “Laguna Child and Family Education Center”</td>
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<tr>
<td></td>
<td>• Participated in organizing and designing a series of interviews and two community workshops for Laguna Child and Family Education Center for eight Native American tribes in Laguna, New Mexico.</td>
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<tr>
<th>Date</th>
<th>Organization</th>
<th>Location</th>
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<tbody>
<tr>
<td>08/2000 – 06/2003</td>
<td>North Carolina State University</td>
<td>Raleigh, NC, USA</td>
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<tr>
<td></td>
<td>Research Assistant (PhD. in Design Program, College of Design)</td>
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<td></td>
<td><strong>Project Title:</strong> “Eastern North Carolina Housing Project”</td>
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<td></td>
<td>• Developed participatory techniques in coordination with a community development corporation to be used in community building for a housing project to accommodate people who have lost their houses due to flooding.</td>
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<td></td>
<td><strong>Project Title:</strong> “Mebane Downtown Revitalization Project”</td>
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<tr>
<td></td>
<td>• Participated in organizing three community workshops in order to involve stakeholder groups for a sustainable downtown redevelopment, which included reuse of abandoned buildings, economic revitalization through local retail business encouragement, and increasing walkability and connectivity.</td>
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<tr>
<td></td>
<td><strong>Project Title:</strong> “Pamlico Government Offices Relocation Project”</td>
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<tr>
<td></td>
<td>• Participated in organizing three consecutive workshops and to prepare a series of surveys to involve employees in decision-making processes for the relocation of government offices in Pamlico County.</td>
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<tr>
<th>Date</th>
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<th>Location</th>
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<tbody>
<tr>
<td>02/1999 - 06/1999</td>
<td>UNICEF</td>
<td>Ankara, TURKEY</td>
</tr>
<tr>
<td></td>
<td>Researcher</td>
<td></td>
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<td></td>
<td><strong>Project Title:</strong> “Children Working/Living on the Streets”</td>
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<tr>
<td></td>
<td>• Data recording and analysis in a Participatory Action Research Project for improving conditions of children working/living on the streets in six major cities in Turkey.</td>
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</tbody>
</table>

### Teaching Experience

<table>
<thead>
<tr>
<th>Date</th>
<th>Organization</th>
<th>Location</th>
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<tbody>
<tr>
<td>10/2009 – 12/2009</td>
<td>Art Center College of Design</td>
<td>Pasadena, CA, USA</td>
</tr>
<tr>
<td></td>
<td>Guest lecturer &amp; reviewer, Design Matters Program</td>
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<td></td>
<td>• Urban health and sustainable urban form</td>
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<th>Date</th>
<th>Organization</th>
<th>Location</th>
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<tbody>
<tr>
<td>Since 08/2010</td>
<td>California State University, Northridge</td>
<td>Los Angeles, CA, USA</td>
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<tr>
<td></td>
<td>Associate Professor, Department of Urban Studies and Planning</td>
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<tr>
<td></td>
<td>• URBS 440 Research Based Urban Design (3 units):</td>
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<td></td>
<td>Fall 2010</td>
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</tr>
<tr>
<td>Date</td>
<td>Institution</td>
<td>Location</td>
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<td>--------------</td>
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</tbody>
</table>
| 08/2006-05/2010 | California State University, Northridge       | Los Angeles, CA, USA | Assistant Professor, Department of Urban Studies and Planning | - URBS 150 Urban Scene (3 units): Fall 2006, Spring 2007, Fall 2007, Fall 2008, Spring 2009, Fall 2009  
- URBS 340B Qualitative Urban Research Methods (3 units): Spring 2010  
- URBS 440 Research Based Urban Design (3 units): Fall 2006, Fall 2007, Fall 2008, Fall 2009  
- URBS 441 Advanced Urban Design (3 units): Spring 2008  
- MPA 620 Research Methods for Public Administrators (3 units): Spring 2009, Fall 2009, Fall 2010 |
| 10/2004 – 07/2005 | University of Cambridge                        | Cambridge, UK     | Guest Lecturer, Department of Architecture     | - Graduate Seminar on “Alternative Approaches in Research: Interpretivism and Constructionism” |
- DDN 776 Community Design (Fall 2003): Topic: “Children’s Participation”  
- DDN 702 Research Paradigms in Design (Fall 2002): Topic: “Elements of Research Endeavor”  
- DDN 776 Community Design (Fall 2002): Topic: “Gender and Community Design”  
- ARC 546 Theory of Building Types (Fall 2002): Topic: “Spatial configuration and symbolic meaning of Anatolian house from Hittites to late twentieth century” |
| 03/1999 – 06/1999 | Middle East Technical University              | Ankara, TURKEY    | Teaching Assistant, Department of City & Regional Planning | - CRP 290/ 190 Summer Practice: Mapping- Topography and Computer Representation |
grants

**external grants**

- Participating faculty in U.S. Department of Education’s **Fund to Improve Post-Secondary Education (FIPSE)** Grant with U.S.-Brazil Higher Education Consortia Program for the “Urban Planning and Sustainability Project” (Grant period: September 2009 - May 2013)

- Participating faculty in **Environmental Protection Agency (EPA) CARE (Community Action for a Renewed Environment)** Grant with the non-profit organization Pacoima Beautiful (Grant period: October 2007 – September 2009)

**internal grants**

- **University Research Competition** at CSUN (AY 2010-2011 / 3 Units reassigned time in Fall 2010) “Role of Community Development Corporations in Providing Public Open Space in their Service Areas”

- **College of Social and Behavioral Sciences Research Competition** at CSUN (AY 2010-2011 / 3 Units reassigned time in Spring 2010) “Walking in the Valley: Identifying the pedestrian routes of high school students in the north east San Fernando Valley”

- **Instructionally Related Activity Grant** at CSUN for the Community Design Program in the Urban Studies and Planning Department (AY 2009-2010 / $2,000, AY 2010-2011/ $2,000)

- **Probationary Faculty Support Program Grant** at CSUN (AY 2009-2010 / 3 Units Reassigned Time in Spring of 2010) “Farmers’ Market: The New Piazza on the Block?”

- **Interdisciplinary Community Learning Project and Research Grant** from the Center for Innovative & Engaged Learning Opportunities at CSUN (Spring 2009 / $5,000, Spring 2010 / $4,000, Spring 2011 / $5,000)

- **Judge Julian Beck Learning Centered Instructional Project Grant** at CSUN (AY 2008-2009 / $6,000)

- **Discipline Oriented Service Learning Project Grant** from the Center for Innovative & Engaged Learning Opportunities at CSUN (Spring 2008 / $2,000)

- **Student Scholar Grant** from the Center for Innovative & Engaged Learning Opportunities at CSUN (AY 2008-2009 / $1,000)

- **Research Grant** from College of Social And Behavioral Sciences at CSUN (October 25, 2006 / $1,250)

- **Summer Research Stipend** from College of Social And Behavioral Sciences at CSUN (AY 2006-2007 / $5,000, AY 2007-2008 / $2,500, AY 2008-2009 / $3,000)

- **College of Social And Behavioral Sciences Research Competition** at CSUN (AY 2007-2008 / 3 Units Reassigned Time in Spring of 2008)
publications

book

journal articles
conference proceedings


Conference Presentations


Paper Under Review

**research in progress**

- "Farmers’ market: The new piazza on the block" – One form of functional public open spaces in the United States has become the farmers’ market which not only facilitates and accommodates social interaction in neighborhoods but also helps build communities through collaborating non-profit organizations. The case of Los Angeles County will be explored investigating its 96 certified farmers’ markets.

- "Women’s space: Manifestations of gender roles through territoriality" – The paper explores the relationship between power and control of space focusing on women’s roles and their territorial claims.

- "Reading the Home Landscape of an Immigrant Community: The Case of City of San Fernando" – Immigrant communities embody the predicament between constructing their symbolic identity through their home landscape and lacking the power to do so. The purpose of this paper is to understand the symbolism embedded in the home landscape of the City of San Fernando.

**institutional service**

<table>
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<tr>
<th>Since 08/2006</th>
<th>California State University, Northridge</th>
<th>Los Angeles, CA, USA</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Member of the Green Core Team of the Institute for Sustainability at CSUN (since Fall 2009)</strong></td>
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<td></td>
<td><strong>Member of the Academic Planning Committee (APC) of College Of Social and Behavioral Sciences (since Spring 2009)</strong></td>
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<td></td>
<td><strong>Co-facilitator of the Faculty Development and Community Engagement Department’s Fall 2009 Faculty Book Group (Developing Learner-Centered Teaching: A Practical Guide for Faculty)</strong></td>
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<td></td>
<td><strong>Member of the 2009-2010 College of Social and Behavioral Sciences Research Fellow Committee (Spring 2009)</strong></td>
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<td></td>
<td><strong>Participant at Heart of Los Angeles (HOLA) College Round Table event.</strong></td>
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<td></td>
<td><strong>Presenter at the 2(^{nd}) Annual Campus Sustainability Day (October 2009)</strong></td>
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<td></td>
<td><strong>Presenter at the Annual Community Engagement Faculty Symposium (Spring, 2008, Spring 2009)</strong></td>
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</tbody>
</table>

**Department of Urban Studies and Planning**

- **Program Review Committee (AY 2010-2011)**
- **Chair, Screen and Search Committee of Community Planning position (Fall 2010)**
- **Chair, Curriculum Committee (Since Fall 2009)**
- **Advisor of the 4\(^{th}\) Annual American Planning Association California Chapter Los Angeles Section Student Symposium held on November 14, 2009 at CSUN**
- **Department’s Website Liaison (Since Spring 2007)**
- **Advisor for the Student Association of the Department (Since Fall 2007)**
- **Department’s Graduation Reception Coordinator (AY 2007-2008 and AY 2008-2009)**
- **Alumni Council Committee (Fall 2006, Spring 2007, Fall 2007, Spring 2008)**
- **Academic Advising (Fall 2006, Spring 2007, Fall 2007)**
professional memberships

- Environmental Design Research Association (EDRA)
- International Association of People-Environment Relationships (IAPS)
- American Collegiate Schools of Planning (ACSP)

refereeing experience

- Design Studies
- Journal of Architectural and Planning Research
- Cities

awards / honors

- 2004 Reviewer Recognition Award, Designshare Inc. – for programming and design of the new Laguna Child and Family Education Center, Laguna, New Mexico, USA (With Henry Sanoff and Umut Toker).

- 2003 - 2004 Architectural Research Centers Consortium (ARCC), King Student Medal for Excellence in Architectural + Environmental Design Research.


- Member of the Honor Society of Phi Kappa Phi.

- Member of the Honor Society of Tau Sigma Delta in Architecture and Allied Arts.
CURRICULUM VITAE

Ward F. Thomas
Associate Professor
Department of Urban Studies and Planning
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330
(818) 677-7247; email: thomas@csun.edu

_____________________________________________________________________________

Education

1997 Doctor of Philosophy
University of California, Los Angeles
Department of Urban Planning, School of Public Policy and Social Research
Emphasis: Economic Development, Urban Policy, Race
Dissertation Title: “Employer Recruitment Practices and Barriers to Employment for

1988 Master of Public Administration
San Francisco State University
Department of Public Administration
Thesis Title: “Plant Closure Legislation in the United States.”

1985 Bachelor of Arts (Honors)
University of Oregon
Department of Sociology

Academic Appointments

2003-present Associate Professor
Department of Urban Studies and Planning
California State University, Northridge.

2003-present Part-Time Associate Professor
Master’s of Public Administration Program
California State University, Northridge

2001-2003 Assistant Professor
University of Akron
Department of Public Administration and Urban Studies

2000-2001 Lecturer
Department of Urban Studies and Planning
California State University, Northridge

1
Research and Professional Positions

1999-2001  Research Associate
             Lewis Center for Regional Policy Studies
             University of California, Los Angeles
             Evaluation research on a social welfare programs.

1998-1999  Research Associate
             Institute of Industrial Relations
             University of California, Los Angeles
             Fifteen year review of the Institute for the Chancellor of Research at UCLA.

1998-1999  Research Consultant
             The PMR Group
             Los Angeles, California
             Research on work force development and the Los Angeles entertainment industry.

1996      Research Assistant
             California Policy Seminar
             University of California, Los Angeles
             Research on affirmative action programs in California.

1993-1994  Research Consultant
             The New Economy Project
             City of Los Angeles

1991-1992  Conference Coordinator
             Lewis Center for Regional Policy Studies

1991      Research Consultant
             Joshua Newman and Associates

1990-1991  Research Assistant
             Lewis Center for Regional Policy Studies
             Research on electric vehicles.

1988-1999  Assistant Planner
             Department of Economic Development and Employment
             City of Oakland
             Assisted senior planners on local economic development projects.

Courses Taught

   Department of Urban Studies and Planning, CSUN (2003-present)
      URBS 150: The Urban Scene
      URBS 150OL: The Urban Scene
URBS 310: The Growth and Development of Cities
URBS 310OL: Growth and Sustainable Development of Cities
URBS 408: Policy Making for Planners
URBS 412: Grant Writing
URBS 425: Social Policy, Environmental Justice and the City
URBS 435: Community and Economic Development
URBS 450: Urban Problems Seminar
URBS 490: Field Work

Masters of Public Administration Program, CSUN (2003-present)
MPA 640: Public Policy Analysis

Department of Public Administration and Urban Studies, University of Akron (2001-2003)
PAUS 600: Basic Quantitative Research (M.A. level)
PAUS 612: National Urban Policy (M.A. level)
PAUS 626: Grantsmanship (M.A. level)
PAUS 641: Urban Economic Growth and Development (M.A. level)
PAUS 705: Economics of Urban Policy (Ph.D. level)
PAUS 715: Seminar in Urban and Regional Planning (Ph.D. level)

Department of Urban Studies and Planning, CSUN (2000-2001)
URBS 150: The Urban Scene
URBS 420: Urban Behavioral Systems
URBS 435: Community and Economic Development

Teaching Assistant, Urban and Regional Economic Development

Peer Reviewed Publications


**Papers in Progress**

Thomas, Ward. Environmental regulations, technology innovation, and industrial competitiveness.

Thomas, Ward. “Environmental regulations and industrial location among wood furniture manufacturers in the South Coast Basin of California.”


**Working Papers and Monographs**


**Grants and Awards**

- **Fall 09** Sabbatical.
- **2008-09** Research Grant, Graduate Studies, Research and International Programs. Release time.
- **2007-08** Summer Research Grant, College of Social and Behavioral Sciences ($1,250). Grant to conduct research on environmental planning.
- **2006-07** The John Randolph and Dora Haynes Foundation Faculty Fellowship ($12,000). “Can We Breathe and Be Economically Competitive? Air Quality Regulations and Technological Innovation in the Fabricated Metal Products Industry in Los Angeles.”
- **2006-07** Summer Research Grant, College of Social and Behavioral Sciences ($5,000). Grant to conduct research on environmental planning.
- **2006-07** Research Grant, College of Social and Behavioral Sciences. Release time to work on a paper titled, “‘A Good One is Always Hard to Find:’ Employer Screening Practices and the Reserve Army of Immigrant Labor in Los Angeles.”
- **2006-07** Research Grant, Graduate Studies, Research and International Programs. Release time to complete a paper titled, “Friends or foes: Korean dry cleaners, the environment, and community
development.”

2005-06  Research Grant (summer), College of Social and Behavioral Sciences ($5,000).
2005-06  Research Grant, College of Social and Behavioral Sciences ($3,500).
Study the impacts Korean immigrant entrepreneurs in the dry cleaning industry in Los Angeles.
2005-06  Research Grant (summer), College of Social and Behavioral Sciences ($3,635).
2004-05  Research Grant, Graduate Studies, Research and International Programs (release time).
2004-05  Research Grant, College of Social and Behavioral Sciences (release time).
Study the effects of environmental regulations on the dry-cleaning industry in Los Angeles.
2003-04  Research Grant, College of Social and Behavioral Sciences ($1,500).
Study the history of air pollution regulations on industries in Southern California.
1996-97  Dissertation Year Fellowship
Graduate Division
University of California, Los Angeles

Academic Presentations


“Environmental Regulations and Economic Development: Dry Cleaners in Los Angeles.” Paper
presented at the Association of Collegiate Schools of Planning Annual Conference.  
Portland, Oregon, (October) 2004.

“Air Pollution in Post-World War II Los Angeles.” Paper presented at the 10th International 

Discussant: “Improving Environments through People Management.” 10th International 

“Employer Hiring Practices, Race, and the Spatial Mismatch Between Home and Work.” Paper 

an Era of Welfare Time Limits.” Paper presented at the American Society for Public Administration 

“'Get Me a Good Job and I’ll Pay’: Barriers to Employment for Poor Nonresident Fathers.” Paper 
presented at the Association of Collegiate Schools of Planning Annual Conference. Baltimore, 
Maryland, (November) 2002.

Discussant: “Financial Considerations and Environmental Effects.” 8th International 

“Environmental Regulations and Industrial Competitiveness: The Effects of Air Pollution Control 
Regulations on the Wood Furniture Industry in Southern California.” Paper presented at the 8th 

“Air Pollution Regulations and Industrial Location: The Wood Household Furniture Industry in 
Southern California.” Paper presented at the Association of Collegiate Schools of Planning Annual 

“The Meaning of Race to Employers: A Dynamic Alternative to the Leading Paradigm.” Paper 
presented at the annual meeting of the Pacific Sociological Association. San Francisco, California 

“You Can’t Squeeze Blood From a Turnip’: Single Fathers, Child Support and Their Children.” Paper 
presented at the annual meeting of the Pacific Sociological Association. San Francisco, California 

“Human Capital Theory and Barriers to Rehiring of Displaced Workers: A Case Study of Aerospace 
Engineers in California.” Paper presented at the Association of Collegiate Schools of Planning Annual 
Conference. Atlanta, Georgia, (November) 2000.

“The Continuing Dynamics of Race: Variations in Employers’ Use of Statistical Discrimination in 
Hiring African-American Job Seekers.” Paper presented at the Stanford University Conference on 
Race: “African Americans: Research and Policy Perspectives at the Turn of the Century.” Stanford, 
California, (November) 1999.


University Service

2010-11 Chair, Reception Committee
2010-11 Departmental Equity and Diversity Representative
2010-11 Member, Department Personnel Committee
2010-11 Member, Assessment Committee
2010-11 Member, Faculty Advisory Committee for the Masters of Public Administration
2008-09 Member, Faculty Advisory Committee for the Masters of Public Administration Program
2008-09 Member, Faculty Advisory Board for the Center for Southern California Studies
2008-09 Member, Assessment Committee
2008-09 Earthquake Response Trainer for URBS

Summer 2008 Acting Chair, Department of Urban Studies and Planning

2007-08 Chair, Curriculum Committee, Department of Urban Studies and Planning
2007-08 Member, Faculty Advisory Board for the Center for Southern California Studies
2007-08 Member, Faculty Advisory Committee for the Masters of Public Administration Program

Fall 2007 Member, Faculty Senate Library Committee

2006-07 Chair, Curriculum Committee, Department of Urban Studies and Planning
2006-07 Member, Faculty Advisory Board for the Center for Southern California Studies
2006-07 Member, Faculty Advisory Committee for the Masters of Public Administration Program

2005-06 Chair, Curriculum Committee, Department of Urban Studies and Planning
2005-06 Member, Faculty Advisory Board for the Center for Southern California Studies
2005-06 Member, Faculty Advisory Committee for the Masters of Public Administration Program
2005-06 Member, College Workload Committee, College of Social and Behavioral Sciences
2004-05 Chair, Faculty Search Committee, Department of Urban Studies and Planning
2004-05 Member, Faculty Advisory Board for the Center for Southern California Studies
2004-05 Equity and Diversity Representative, Department of Urban Studies and Planning
2004-05 Member, Accreditation and Program Review Committee, Department of Urban Studies and Planning
2003-04 Member, Faculty Advisory Committee for the Masters of Public Administration Program
2003-04 Member, Alumni and Public Relations Committee, Department of Urban Studies and Planning
2003-04 Member, Student Recruitment and High School Liaison Committee, Department of Urban Studies and Planning
2002-03 Member, Accreditation Committee, Department of Public Administration and Urban Studies, University of Akron
2002-03 Member, Master’s of Urban Studies Committee, Department of Public Administration and Urban Studies, University of Akron.
2001-02 Member, Committee to Revise Departmental RTP Guidelines, Department of Public Administration and Urban Studies, University of Akron.
2001-02 Member, Master’s of Urban Studies Committee, Department of Public Administration and Urban Studies, University of Akron.

**Community Service**

**Fall 2007**  Sponsor for a “Chinese Scholar” through the China Institute at CSUN.

**Fall 2007**  Service Learning Course. Grant Writing, URBS 412. Department of Urban Studies and Planning.

**Fall 2007**  Member, Masters Thesis Committee, Public Administration Program. “Measuring the Costs and Benefits of Sustainable Design.” Daryoosh Mackay.

2005 Grant Writing, URBS 412. Involved students in grant writing activities with MEND, a community based organization located in Pacoima.

2004 Service Learning Course. Community Development, URBS 435. Department of Urban Studies
2004. Member, Doctoral Committee, Department of Urban Planning, Cleveland State University.

2003-2004 Member, The Northeast Ohio Regional Workforce Partnership.

Professional Activities

Member, Urban Affairs Association

2010 External Reviewer. The Economic Development Quarterly

2007 External Reviewer. Social Problems

2006 External Reviewer. Journal of Urban Affairs

2004 External Reviewer, Interdisciplinary Environmental Review

2003 External Reviewer, The Economic Development Quarterly

2002 External Reviewer, The Sociological Quarterly
CURRICULUM VITAE

ROBERT B. KENT

Department of Urban Studies and Planning
California State University, Northridge
Northridge, CA 91330 U.S.A.

(office phone: 818-677-4372)
(department office phone: 818-677-2904)
(e-mail: rob.kent@csun.edu)

PRESENT POSITION
Chair and James R. Ring Professor of Urban Studies and Planning
Department of Urban Studies and Planning
California State University, Northridge

PERSONAL DATA
Citizenship: United States of America

EDUCATIONAL BACKGROUND
1983 Ph.D. Syracuse University (Geography)
1976 M.A. University of California, Davis (Geography)
1973 B.A. University of California, Davis (Geography)

ACADEMIC EXPERIENCE
California State University, Northridge, Department Chair and James R. Ring Professor of Urban Studies and Planning (2008-present)

University of Akron, Chair, Department of Geography and Planning (2000-2008)

Responsibilities:

• Leadership and management of 10 faculty/staff, 13 part-time faculty, and 35 graduate assistants and community interns.

• Hiring, as well as reappointment, tenure, and promotion for full-time faculty, and hiring of part-time faculty. Responsible for revision of RTP guidelines.

• Departmental and auxiliary budget management, including contracts and external grant funding.

• Curricular development, revision, and course scheduling.
• Alumni development and fund raising

• Internship coordinator and community out-reach (approximately $125,000 in internship contracts annually).

Universitat Jaume I, Castellon de la Plana, Spain, Visiting Professor (1998-1999)

Courses: Valencia and the Cultural Landscape (Doctoral Course – 10 hours)
Geography and Revolution in Peru (Short course – 10 hours)

Universidad de Oviedo, Oviedo, Spain, Visiting Professor (Spring 1995 and Spring 1996)

Lectured in: Department of Geography (Spring 1995) – one week
MA Program in Local Development (Spring 1996) – one week

University of Akron, Professor (1995-present)


Universidad Nacional del Sur, Argentina, Profesor Visitante, (1993). (As Fulbright Scholar)

Universidad Nacional de San Juan, Argentina, Profesor Titular Ordinario Transitorio, Centro de Fotogrametria, Cartografia, y Catastro, Facultad de Ingenieria (1993). (As Fulbright Scholar)

Evergreen State College, Visiting Scholar (1991)
Masters of Environmental Science Program.

University of Akron, Associate Professor, (1988-1995)
Courses: Same as above.

University of Akron, Assistant Professor, (1983-1988)
Courses: Same as above

Syracuse University, Lecturer, (1982)
Course: Seminar on Latin American Development Problems
Syracuse University, Research Associate, (August 1980-March 1981), Local Revenue Administration Project

University of California, Davis, Lecturer, (1978)
Course: Field Course in Human Geography

California State University, Stanislaus, Lecturer (1976-1978)
Courses: Cartography, Remote Sensing, Geography and Earth Science for Teachers, Geography of South America, Geography of Mexico and Central America, Local Field Excursions

American River Junior College, Instructor, (1977)
Course: Cultural Geography

University of California, Davis, Teaching Assistant, (1974-76)
Courses Assisted: Cartography, Physical Geography, Cultural Geography, Field Course in Urban Geography

University of Ottawa, Teaching Assistant, (Summer 1975)
Course Assisted: Field Research in South America

University of California, Davis, Cartographic Assistant (1973-1976)
Duties: Preparation of maps and graphics for publication.

PROFESSIONAL CONSULTING – URBAN AND REGIONAL PLANNING


1988 Consultant on Regional Planning, for the United States Agency for International Development (USAID), for the Chapare Regional Development Project, La Paz and Cochabamba, Bolivia, (March 1988).

1987 Consultant on Regional Planning, for the United States Agency for International Development (USAID), to the Centro Para el Uso Mayor de la Tierra, La Paz, Bolivia, (August 1987).

Consultant on Regional Planning, for the United States Agency for International Development (USAID), for the Chapare Regional Development Project, La Paz and Cochabamba, Bolivia, (March 1987).

1984-1985
Consultant on Regional Planning and Development, for the United States Agency for International Development (USAID), in Cajamarca, Peru (June 1984-August 1985). Under contract for the University of Akron.

1981-1982


PROFESSIONAL CONSULTING – ACADEMIC PUBLICATION

2010 Reviewer for ESRI Press. Reviewed revised manuscript of Envisioning Neighborhoods.


2003 Reviewer for Prentice-Hall – Introduction to Geography, 2nd ed. by Bergman and Renwick

2000 Reviewer for Holt, Rinehart and Winston for high school geography textbook – sections on Latin America and North America

1999 Reviewer for Holt, Rinehart, and Winston for middle school world geography textbook – sections on Latin America and North America.


1993 Reviewer for Prentice-Hall Inc. Content expert on South America for college level text, South America, 1995.

Reviewer for Holt, Rinehart, and Winston for Latin American section of high school geography textbook, World Geography Today.

PROFESSIONAL CONSULTING – ACADEMIC PROGRAM REVIEWS


2003 Department and Program Review. Department of Geography and Geology, University of Western Kentucky. October 2003.


BOOKS and EDITED VOLUMES


BOOK CHAPTERS


ARTICLES


1998 “Circular and rectangular folk silos in the Andes of Southern Bolivia.” Espacio y Desarrollo. 10:141-150

“El uso de mapas en los periodicos Argentinos de circulación nacional.” Revista Geografica 124:199-210 (with Graciela M. Benedetti)


"Geografía de las finanzas municipales en el departamento de Junin (Peru) entre 1977 y 1979" Boletín de Lima 87:33-46. (with Aldo Sandoval Ricci).


"National atlases as educational resources," Internationale Schulbuchforschung (2):143-153. (in German).


1981 "Small scale socio-cultural thematic maps for administrative and development

"Property identification: Land registration and cadastral mapping in less developed countries, an annotated bibliography," Vance Bibliographies, Public Administration Series, No. 735 (19 pp.)


ENCYCLOPEDIA ARTICLES


1999  “Havana, Cuba” (2500 words) -- ENCARTA 99 Multimedia Encyclopedia.
1996  “Lima, Peru” – ENCARTA 99 Multimedia Encyclopedia (2200 words)
      “Sao Paulo, Brazil” – ENCARTA 99 Multimedia Encyclopedia (3,100 words)
      “Rio de Janeiro, Brazil” – ENCARTA 99 Multimedia Encyclopedia (2,700 words)
      “Salvador, Brazil” – ENCARTA 99 Multimedia Encyclopedia (1,700 words)
      “Asuncion, Paraguay” – ENCARTA 99 Multimedia Encyclopedia (1,800 words)
      “Oaxaca, Mexico” – ENCARTA 99 Multimedia Encyclopedia (750 words)
      “Shining Path” – ENCARTA 99 Multimedia Encyclopedia (1000 words)
      “MRTA - Movimiento Revolucionario Tupac Amaru” ENCARTA 99 Multimedia Encyclopedia (750 words)
      “Tupac Amaru - Inca” – ENCARTA 99 Multimedia Encyclopedia (750 words)
      “Fernando Enrique Cardoso” in ENCARTA 96 Multimedia Encyclopedia.

REPORTS AND FIELD STUDIES


1990  Regional Planning and Strategy Analysis for the Chapare Regional Development Project for the United States Agency for International Development, La Paz, Bolivia. 31 pp. (Development Alternatives Inc.).


Cochabamba, Bolivia -- The Chapare Region for United States Agency for International Development, La Paz, Bolivia. 23 pp.

1987 Final Report: Technical Assistance in Regional Planning to the Proyecto – Capacidad de Uso Mayor de la Tierra - for the Alto Beni Region for the United States Agency for International Development, La Paz, Bolivia. 6pp. and a draft of the Plan Regional del Alto Beni prepared in collaboration with CUMAT personnel. 43pp.


1985 Participación Comunal: Planificación y Ejecución de Obras Vecinales en la Sierra Norte del Peru. Integrated Regional Development Project, USAID and The University of Akron. 59 pp. (with Jesus Carranza Rimarachin).

1982 La Geografía de las Finanzas Municipales en el Departamento de Junin, Peru. Regional Integrated Project, Local Revenue Administration Project, Syracuse University. 26 pp. (with Aldo Sandoval Ricci).

Tributación Municipal: Apuntes Sobre una Campañade Fiscalización en una Municipalidad Peruana, Huancayo, Peru. Integrated Regional Development Project, Local Revenue Administration Project, Syracuse University. 25 pp. (with Norma Condezo Cerron).

1981 Provisión de Servicios Publicos Basicos en las Capitales Distritales del Departamento de Junin, Peru. Integrated Regional Development Project, Local Revenue Administration Project, Maxwell School, Syracuse University. 54 pp.

1980 Local Revenue Generation: Property Taxes, Land Registration, and Cadastral Mapping. Local Revenue Administration Project, Maxwell School, Syracuse University. 54 pp.


BOOK REVIEWS


1990  The Demography of Inequality in Brazil by Charles H. Wood and Jose Alberto Magno de Carvalho Professional Geographer 42(4):520-521.


1988  Land Information Management by Peter F. Dale and John McLaughlin, in Cartographica 25(4):63-64.


Urbanization and Planning in The Third World: Spatial Perspectives and Public Participation by Robert B. Potter in Growth and Change 17(4):81-82.


EDITORIALS AND OPINION PIECES


“U.S. stance on Elian confounds Cuban people” The Columbus Dispatch (Columbus, Ohio) 31 January, p. 9A.


“Region will regret not making higher education a priority.” Cleveland Plain Dealer 21 September, p. 8-B


"Un milagro argentino diferente" El Nuevo Herald (Miami) 14 Febrero, p. 9A.

1994 “Un milagro argentino diferente” Diario Las Americas (Miami) 14 Diciembre, p. 14-A.


"Why not vote on Sunday" Miami Herald 31 August, p. 17A.


"Siting a NE Ohio foreign business school" Cleveland Plain Dealer 21 March, p. 7B.


"Put priority on education" Crain's Cleveland Business 4 January, p. 11.

"It's time to protect our national forests" Akron: The Magazine of the University of Akron 7(2):48.

**DOCTORAL DISSERTATION**

1983  Beekeeping in Rural Development: The Africanized Honeybee in Peru, Ph.D. in Geography, Syracuse University, 252 pp.

**GRANTS AND FELLOWSHIPS**

- Fulbright Senior Specialist Award, CIES, to Honduras, Universidad Pedagogica Nacional de Honduras, Tegucigalpa, Honduras.  April-May 2002.

- Fulbright-Hays Scholarship, CIES, to Argentina (Universidad Nacional de San Juan), Fall 1993.

- Faculty Research Grant, Graduate School, University of Akron, 1992.

- Faculty Summer Research Fellowship, Graduate School University of Akron, 1986.

- Travel Grant to Spain, National Science Foundation, 1986.

- Thomas W. Watson Fellowship in Latin American Geography, Department of Geography, Syracuse University, 1983.

- Summer Research Fellowship, Department of Geography, College of Arts and Sciences, Syracuse University, Summer 1979.


**PROFESSIONAL SERVICE**


- Treasurer and Member of the Executive Committee, Association of American Geographers, 2001-2003.

Chair, Conference of Latin Americanist Geographers, 1994-1996.

Vice-Chair, Conference of Latin Americanist Geographers, 1992-1994.


Editor, Yearbook, Conference of Latin Americanist Geographer, 1989 and 1990.

UNIVERSITY SERVICE

Representative of the Social Science Division to the Arts and Science College Distinguished Professor Promotion Review Committee, 2001-2004 and 2005-2008.

Member, Editorial Board, University of Akron Press, 2000-2003.

Representative of the Social Science Division to the Arts and Science College Distinguished Professor Promotion Review Committee, 1997-2000.

Representative of the Arts and Science College to the University Distinguished Professor Promotion Review Committee, 1997-1998.

Representative of the Arts and Science College, to the Provost’s Advisory Committee, 1996-1997.


Member, Buchtel College Appeals Committee, 1993-1994.

Member, 21st Century Taskforce, 1993.

Representative of the Arts and Science College, to the Academic Planning and Policy Committee, University of Akron, 1992-1993.

Chair, Provost's Ad Hoc Committee on the Reorganization of the University Libraries, University of Akron, 1990.
FOREIGN FIELDWORK, TRAVEL, AND RESIDENCE

Mexico (Jalisco and Colima), August 1972.
Mexico (Michoacan), August 1974.
Central America (Guatemala, Honduras, and Costa Rica), July-August 1977.
Peru, May-June 1986.
Bolivia, March and August 1987.
Pakistan, March 1990.
Bolivia, May-June 1990.
Bolivia, August 1991.
Peru, August 1993.
Honduras – January 1996
Peru and Bolivia (Arequipa, La Paz, Sucre, Potosi) – July August 1997
Italy (Florence, Rome, Napoli) – December 1998
Great Britain (London, Canterbury) – January 1999
Morocco – (Tangier, Fez) – February 1999
France (Paris) – March 1999
France (Toulouse, Bordeaux, Normandy) – July 1999
Cuba (Havana, Sierra de Organos) – December 1999
Spain (Valencia, Madrid, Segovia) – June-July 2000
Spain (Valencia, Barcelona) – June-July 2001
Honduras (Tegucigalpa, La Ceiba) – March-April 2002
France (Grenoble, Nimes) – June 2003
Brazil (Sao Paulo, Rio de Janiero, Salvador, Brasilia) – January 2004
Bolivia (La Paz, Cochabamba) – March 2004
Italy (Turín) – July 2004
Portugal (Duero River Valley, Oporto) – July 2005
Peru (Lima, Huancayo, Cajamarca) – February 2007
Mexico (Mexico City, Puebla) – March 2007
Argentina (Buenos Aires, San Juan, Mendoza, Bahia Blanca) – April 2007
Uruguay (Montevideo) – April 2007
FUNDED RESEARCH


An Economic Development Atlas of Northeastern Ohio, July 1987 to August 1988, Ohio State Board of Regents, Inter-University Urban Research Program. $14,800 (Principal Investigator with King, Monroe, and Nash).

An Economic Development Atlas of Northeastern Ohio, July 1986 to July 1987, Ohio State Board of Regents. $21,700 (Principal Investigator with King, Monroe, and Nash).

Regional Planning and Development in Northern Peru (Cajamarca), June 1984 to August 1985 United States Agency for International Development. $97,500.

GRADUATE DEGREE SUPERVISION -- MAJOR ADVISOR -- COMPLETED MA AND MS DEGREES

2007  Paul Harbulak (MS)
      “Ethnicity and Residential Change, 1940 – 2000: Case Studies Cleveland, OH and Pittsburgh, PA”

2004  Jose Díaz-Garayúa (MA)
      “Ethnicity and House Value Change: Hispanic Neighborhoods in the Cleveland Metropolitan Statistical Area”

2003  Emily Aronson (MA)
      “The Chinatown’s of Cleveland, Ohio: A Historical Geography”

2002  Dana Williams (MA)
      “Food Security and Access in Akron, Ohio”

2000  Michael R. Meyer (MA)
      “Regional Thematic Atlases: A Survey and Analysis of Content”

1998  Albert Benedict (MA)
      “Ethnic Neighborhood Formation: A Case Study of the Hispanic Community in Cleveland, Ohio”

Bonny Melissa Berkner (MA)
“American Migration to and Selection of Homes in San Miguel de Allende, Guanajuato, Mexico”

Tony H. Grubesic (MA)
“A Geodemographic Analysis of Four Major Metropolitan Localities: Cleveland, Milwaukee, Columbus, and Indianapolis”

Augusto F. Gandia-Ojeda (MA)
"Making an Hispanic Place: Landscape and Ethnic Identity in South Lorain, Ohio"

1996 Irene Casas (MA)
“A Location-Allocation Model for Police Post Location in Ayacucho, Peru”

1994 Theresa Larkin (MA)
"Tracing Tourism Facility Development: The Case of Costa Rica"

1993 Maura E. Huntz (MA)
"Spanish-Language Newspapers in the United States: An Historical Geography"

Abigail L. Byer (MA)
"City Size and the Effectiveness of Maps in Comprehensive City Plans, 1987-1992"

1991 James M. Sanders (MA)
"Map Use in Ohio's Regional Newspapers 1930-1985: Frequency, Thematic Content, and Geographic Focus"

Thomas A. Finnerty Jr. (MA)
"Spatial Patterns of Urban Conflict: An Analysis of a Metropolitan Park Conversion Referendum in Mahoning County, Ohio"

Lisa L. Minnick (MA)
"The Usage of Urban Neighborhood Parks: A Case Study of Akron, Ohio"

Aaron S. Boucher (MA)
"Domestic Tankhouses of Rural Nebraska"

1990 Samuel J. Adamczyk (MA)
"The Hazardous Waste Problem in the United States With Special Reference to Ohio"
Curriculum Vitae

Kenya L. Covington, PhD
Assistant Professor
California State University, Northridge
Urban Studies and Planning Department
18111 Nordhoff Street
Northridge, CA 91330-8259
1-818-677-6463 • 1-323-293-8460
kcovington@csun.edu

EDUCATION
2003   PhD, Public Policy, University of Maryland, Baltimore County
       Dissertation Topic: Geography of the Child Care Market, Social and Urban Policy, Urban Economics
       Title: Child Care Supply and the Labor Force Participation of Mothers: A Multivariate Analysis
2000   MCP, Urban Planning, University of Maryland, College Park
1994   MA, Applied Sociology, Old Dominion University, Certificate in Criminal Justice
1992   BA, Sociology, Kean University

MEMBERSHIPS
Association for Public Policy Analysis & Management (APPAM); Urban Affairs, Association of Collegiate Schools of Planning (ACSP)

SPECIAL AWARDS
University of Maryland Minority Fellowship 1997-2000
Epsilon Epsilon Omega-Exceptional Education Opportunities Honor Society
Alpha Kappa Delta-National Sociology Honor Society
Who's Who Among Colleges and Universities, 1991

ACADEMIC APPOINTMENTS
Assistant Professor, Urban Studies and Planning Department
California State University, Northridge, CA 8/06 - Present
I am responsible for teaching courses at the undergraduate and graduate level as a full-time tenure-track faculty member. I have prepared syllabi for nine courses and have taught over 20 sections of a combination of the courses listed below and on average in a given semester, I teach 150 to 200 students. My research agenda primarily focuses on the social and economic inequality inherent in the structural makeup of urban environments expressed through access to community services and economic opportunity. My articles have appeared in the Journal of Urban Affairs, the International Journal on Economic Development, the Harvard Journal on Legislation, the National Urban League’s 2003 and 2004 publication The State of Black America and The Review of Black Political Economy. I consistently serve my department, the college, and the university through committee work (see specific assignments below).

Classes Designed or Taught

Growth and Development of Cities
Policymaking for Planners
Quantitative Research Methods
Urban Housing Policy
Policy Making for Sustainable Urban Communities

Urban Scene
Public Policy Process
Field Work
Urban Problem Seminar
Committee Work  
*California State University, Northridge, CA*

Screen and Search Committee Chair  
9/10 -- Present

Human Subjects Protection Committee (IRB)  
9/09 -- Present

Assessment Committee Chair  
8/08 – Present

Accreditation Self Study Manager  
9/09 – 5/09

Master’s and Public Policy Advisory Committee  
4/07 – 5/08

Urban Studies and Planning Student Association Advisor  
9/06 – 6/08

Research Grant Awards  
*California State University, Northridge, CA*

**CSUN Faculty Support 2010-2011** - Neighborhood Quality of Affordable Housing in Los Angeles (3 unit release)

**Brookings Institution Small Grant Award 2010-2011** - The Suburbanization of Housing Choice Voucher Recipients ($12,000.00)

**CSBS Research Competition 2009-2010** – Affordable Housing neighborhoods and School Quality ( $1,800.00)

**CSBS Summer Research Competition 2009** – Racial Segregation and Gaps in Metropolitan Job Isolation ($3,500.00)

**Judge Julian Beck Grant 2008-09** - Creating a Service learning Component for GE Courses in Urban Planning ($6,000.00)

**CSBS Research Grant 2007** - Coping with Poverty ($4,000.00)

**CSUN Faculty Support 2007** - A National Examination of Local Child Care Supply Determinants (3 unit release)

**CSBS Summer Research Grant 2007** - Geographical Access to Jobs and Child Care ($5,000.00)

**Publications**


Covington, KL


PRESENTATIONS

“The Policy Making Process and You” Prepared for A Colloquium Sponsored by NIH-RIMI: CSUN-SFV Collective to Reduce Health Disparities. Held October 11, 2010 at 12:30 – 1:45, Police Training Room and October 12, 2010 at 11:00 – 12:15, SH-322. This workshop provided an overview of the
policy making process, major discussion items included how to present scholarly work in digestible bites that the public can understand.


“EXPLAINING RACIAL/ETHNIC GAPS IN SPATIAL MISMATCH? The Primacy of Racial Segregation” Prepared for the 31st Annual Association of Public Policy Analysis and Management meeting, November, 2009; Washington, DC.

“Racial Segregation and Gaps in Metropolitan Job Isolation.” Prepared for the City Futures 2009 Conference, 4-6 June, 2009; Madrid, Spain.


“The Welfare State” Discussant Comments Prepared for the 29th Annual Association of Public Policy Analysis and Management meeting, November, 2007; Madison, WI.

“Geographical Access to Jobs and Child Care: Effects on the Labor Force Participation of Mothers” Prepared for the Association of Collegiate Schools of Planning meeting, November, 2007; Milwaukee, WI.

“Race and Urban Poor Job Isolation Over the 1990s” Prepared for the Annual Urban Affairs Association meeting, April, 2007; Seattle, WA.

“A National Analysis of Child Care Accessibility Over the 1990s” Prepared for the Annual Association of Public Policy Analysis and Management meeting, November, 2006; Madison, WI.

“Determinants of Child Care Accessibility Over the 1990s” Prepared for the Association of Collegiate Schools of Planning meeting, November, 2006; Ft. Worth, TX.


“The Negative Effects of TANF on College Enrollment” for the panel “Inside the Beltway But Outside the Box: The Disparate Impact of Public Policy on African-American Families” at the Annual National Conference of Black Political Scientist (NCOBPS), March 2003.

“The Unequal Distribution of Child Care,” Poster Presentation at the 23rd Annual Association for Public Policy Analysis and Management (APPAM) Conference, November 2002, Seattle, WA.


**Professional Experience**

**Associate Director of Research and Programs**

*Congressional Black Caucus Foundation; Washington, DC*

5/04-8/06

Conduct original quantitative research on issues related to family policy, health policy, child care, social and urban policy for the poor, African Americans, and other underserved populations. Collaborate with external senior research scientist and prominent academics in an effort to bring applied academic research to bear on policy making. Supervise CBCF fellows, and research staff in the production of policy products including research papers, briefs, and fact sheets. Direct the proposal development process, as well as write numerous articles, opinion editorials, policy briefs, policy papers and fact sheets.

**Senior Research Analyst**

*National Urban League Institute for Opportunity and Equality; Washington, DC*

2/01-5/04

Conceptualized and performed original research on relevant social and urban policy issues. Managed moderately sized research projects utilizing large national datasets and when appropriate, collected state level data for state policy focused research. Performed data analysis using SAS, STATA and SPSS, regularly merged large datasets wherein individual data needed to be supplemented with data representing geographical areas. Frequently presented research at academic conferences, congressional media events, and Capitol Hill briefings. Produced a host of deliverables, including: NUL-IOE Fact Sheets and Briefings, Congressional Testimony, NUL Special Research Reports, articles and submissions to academic journals for peer review.

**Associate Research Scientist**

*Pacific Institute for Research and Evaluation (PIRE); Public Services Research Institute, Calverton, MD*

2/00-2/01

Managed a $100k National Highway Traffic Safety Administration (NHSTA) grant. Coordinated the development of state-specific Impaired Driving Fact Sheets under a National Highway Traffic Safety Administration (NHSTA) grant. Supervised two staff members in the collection of data for this project. Designed an automated system to annually estimate and update the costs of impaired driving and the cost savings of preventive interventions by state. Provided data analysis of mortality data and injury data using SAS and STATA. Produced a series of fact sheets on the cost of suicide, violent crime and underage drinking of youth. Participated in proposal development, as well as prepared empirical research for submission to peer reviewed journals. Often coordinated project activities with other partner firms in the fulfillment of important project milestones.

**Research Associate**

*Pacific Institute for Research and Evaluation (PIRE); Public Services Research Institute, Landover, MD*

2/98-2/00

Assisted Principal Investigators and other senior staff in day-to-day project task operations such as: data collection, SAS programming, statistical analysis, and collaboratively documented research findings. Provided technical assistance for tailored local injury cost data as a part of the Children’s Safety Network, including estimates on the cost of injury and fatalities associated with underage drinking.
Henrik P. Minassians

Contact Information
18111 Nordhoff St
Northridge, CA 91330-8362
Email: henrik.minassians@csun.edu
Work Phone: (818) 677-4618

EDUCATION:

Doctor of Philosophy. Political Science (December, 2002)
Nelson A Rockefeller College of Public Affairs and Policy
State University of New York-Albany
Concentration: American Politics, Political Institutions, Public Policy and Administration
Dissertation Title: “Can Counties Become Smart Buyers in Medicaid Behavioral Managed Care Contracting? Policy Implementation and Management Issues”
Committee Members: Dr. Robert Nakamura (Chair), Dr. Frank Thompson, Dr. Thomas Birkland, and Dr. Thomas Church.

Master of Arts. Political Science (Fall’94-Spring ’96)
California State University Northridge-California
Major Field: American politics & policy/ Public administration

Bachelor of Arts. Political Science (Spring ’90-Spring ’94)
California State University Northridge-California
Fields: American politics & policy/ Public administration

RESEARCH & TEACHING INTEREST:

General Areas: Policy analysis; public administration, public management, accountability, contract design and management, policy implementation theory, research methods, urban studies and planning.

PROFESSIONAL EXPERIENCE:

1. Director of Public Sector Program at the Tseng College, CSUN (Dec. 2003- present)
3. Research Assistant, the Public Policy and Education Fund, Jan. 1999-Feb. 2000
5. Research Assistant, the Department of Taxation and Finance, April 1998- Sept. 1998
6. Research Assistant, Department of Political Science, State University of New York- University at Albany, Spring 1997-Fall 1999

TEACHING APPOINTMENTS:


- Teaching URBS 490C – Field Research. Urban Studies and Planning Department – CSUN (Spring 2010)


- Teaching POLS 360 – Introduction to Public Administration. Political Science Department – CSUN (Summer 2009)
• Teaching POLS 571 – Graduate Seminar In Methodology. Political Science Department – CSUN (Spring 2009)

• Teaching POLS 406 – Public Policy Analysis. Political Science Department – CSUN (Fall 2008)

• Teaching MPA 622A-Public Policy Implementation and Program Evaluation. Master of Public Administration- CSUN (Summer 2006)

• Teaching MPA 610 – Introduction to Public Administration and Its Environments- CSUN (spring 2006)

• Teaching MPA 622A-Public Policy Implementation and Program Evaluation. Master of Public Administration- CSUN (Spring 2005)

• Teaching MPA 640-Public Policy Analysis. Master of Public Administration- CSUN (Spring 2005)

• Teaching MPA 610 – Introduction to Public Administration and Its Environments- CSUN (spring 2005)

• Teaching Political Science 372, Research Methods in Political Science. CSUN- (Spring 2005)

• Teaching Political Science 462, Ethics and Politics. CSUN- (Spring 2004 and Fall 2005)

• Teaching MPA 622A-Public Policy Implementation and Program Evaluation. Master of Public Administration- CSUN (Spring 2004)

• Teaching MPA 640-Public Policy Analysis. Master of Public Administration- CSUN (Spring 2004)


• Teaching an Interdisciplinary Course on History of Los Angeles. California State University Northridge (Spring 1996) Northridge, California

PUBLICATIONS:

Book

Articles


Book Chapter

Reports
Co-authored with Joseph C. Burke, “Ohio’s Challenge and Choice in the Knowledge Economy

Co-authored with Joseph C. Burke, “Performance Reporting: “Real” Accountability or Accountability

Co-authored with Joseph C. Burke, “Performance Reporting: The “No Cost” Accountability Program The

Co-authored with Joseph C. Burke, “Economic and Education Summits: Does the Title Make a
for the Ohio Board of Regents.

Co-authored with Joseph C. Burke, “Linking State Resources to Campus Results: From Fad to Trend The

Co-authored with Joseph C. Burke, “Erasing Mississippi’s Education Deficit: A Public agenda For the
Decade” Higher Education Program, Albany, New York: Rockefeller Institute, 2001. Report prepared and
presented at the Economic and Higher Education Summit in Mississippi.

Co-authored with Joseph C. Burke, “Performance Funding and Budgeting: An Emerging Merger? The

WORKING PAPERS:

Minassians, Henrik P. “Performance measures and its pitfalls: An explanatory Study” under revision for
resubmission.

Minassians, Henrik P. “Creating Highly Effective Public Sector Organizations: Lessons behind curricular
design in public affairs education” under revision for resubmission.


CONFERENCES:

• Collaborative Strategies and Lessons in Building Successful Partnership,” Riverside, April 2009.
• “Creating Highly Effective Public Sector Organizations,” presented at the Social Work
• “Creating Highly Effective Public Sector Organizations,” presented at the Special Bureau of
Operations, LA Department of Public Social Services Conference, Los Angeles, March 2007.
• “Developing Innovative and Responsive Graduate Credit Certificate Programs for Midcareer
• “Outcomes-Based Program Development,” presented at the UCEA 91st Annual Conference, San
Diego, CA, April 2006.
• “Nurturing Innovation in Knowledge Management Education: An Integrated Curriculum
Development Process for a Knowledge Management Master’s Degree,” ICKM Conference,
• “Performance Reporting Indicators: What Do They Indicate?” presented at the National
Institution on Advanced Degrees (NIAD), Tokyo, Japan, September 2002.
• “Linking State Resources to Campus Results,” presented at the National Institution on Advanced
Degrees (NIAD), Tokyo, Japan, September 2002.
• “Problems Associated with the Implementation of policies by WTO”, presented at the

GRANTS:
• Mini Grant California State University, Northridge; College of Social and Behavioral Sciences, Fall 2008, 1,500.
• Joint mini-grant from the Center for the Study of Issues in Public Mental Health, 1998 for $15,000.
• Applied for a grant through CSU Commission on the Extended Learning University, 2004 for $50,000.
Appendix E: Minutes from meetings which document faculty consultation on program review
The meeting started at 8:20 am.

8:00 – 8:45 Task 1: Mission statement (45 min)

Current mission statement: Department of Urban Studies and Planning prepares students, at both the undergraduate and graduate level, for professional careers in urban studies and planning. It provides a broad-based educational experience, set in the context of the social sciences that develops informed, thoughtful, and able individuals prepared to contribute to society. The department faculty supports the mission through teaching, research and publication, community outreach, and university service.

DECISION: Current mission statement is to remain as the mission statement of the department for the next five years.

Helpful questions to consider (What do we want the Department to be? What do we want to achieve? What do we want to preserve? What should we avoid?)

DISCUSSION ITEMS:

- Focus on history and theory should be balanced with the focus on urban planning. Planning can be considered as a more professional field and urban studies can be considered as a more theoretical field. A balanced emphasis on urban planning and urban studies should be a goal for the department.
- Regional thinking should guide our efforts to set ourselves apart:
  - Undergraduate URBS programs are rare in the region.
  - CSUN serves the San Fernando Valley and this resource can be provided to the community.
  - Colleges where planning departments are housed in Pomona and SLO are architectural, whereas ours is social.
  - Local and regional position of the department: Green building movement could be considered within the sustainability concept. Our expertise can be sustainable communities. Internally new hires support this and there is institutional support for it (sustainability institute, urban sustainability).
  - Better connection with local community colleges should be considered. For example, several of their courses can be aligned with our courses. Pierce College and LA Trade Tech should be considered as sources.
  - Better connection with local high schools should be considered.
  - Possibility of adding the word “policy” to the undergraduate and graduate program was discussed without reaching a consensus.
- Students should be aware of mission statement. Culminating courses can be utilized as places where it is articulated to the student what the mission of the department is and how and why the curriculum is organized.
- We also discussed utilizing orientation each year or each semester as a venue wherein the Department’s mission and goals should be conveyed – perhaps within some handout of some sort.
- Students should be aware of graduate school alternatives. Institutionalized efforts should support this. For example Department’s Student Association’s “Grad Night” (where representatives of graduate programs in the region are invited) should become an annual department activity.
- Also, the possibility of becoming a feeder program for a few graduate schools was discussed without reaching a consensus.
Curriculum revision efforts of AY2007-2008 were reflective of how faculty envisioned the department to be in the future.

The Department incorporates significant theory in its coursework as an essential component to understanding urban problems and planning strategies.

8:45 – 9:15 Task 2: Strengths & challenges of the Department (30 min)

Strengths:
1. Applied emphasis of the program
2. Being located in Los Angeles for diversity of urban problems within close proximity
3. Enthusiastic and talented faculty
4. Diverse faculty in background and experiences (urban policy, urban design, community development, and geography)
5. Diverse student body (ethnic, social, economic backgrounds)
6. Good and long standing relationship with the local communities
7. Aligned with urban mission of the university and college
8. New faculty (tenure track) to be hired this year
9. Strong advising program

Challenges:
1. Maintaining diversity in student body (This item requires further discussion.)
2. Working through the budget crisis
3. Our ability to grow with limited resources (This item requires further discussion.)
4. Lack of allocated space for developing cohesion
5. Facilities to help students develop the applied skills (lack of lab for research methods)
6. The size of Department’s lab space (insufficient to accommodate required number of students)
7. Number of tenured faculty
8. Lack of mentoring for junior faculty (This item requires further discussion.)

PAB accreditation is a challenge with the limited number of tenured faculty and lack of adequate facilities to carry out the curriculum.

9:15 – 10:00 Task 3: Goals & Objectives (45 min)

Current goals and objectives of the Department:
Department Planning Goal: To maintain a high quality professionally-oriented urban planning program.
Objective: Provide a consistently broad pattern of professionally-oriented course offerings.

ONE MORE GOAL AND ITS OBJECTIVE WERE ADDED:
Department Planning Goal: To develop skills and knowledge base to address complex urban problems.
Objective: Provide a consistently multifaceted and theoretically driven course offerings on contemporary urban problems.

Department Planning Goal: To maintain and promote effective civic engagement.
Objective: Involve students and faculty in community service learning (CSL) projects.
Department Planning Goal: To continue student advising and overall instructional high quality.
Objective: To utilize to the fullest extend the Department’s assessment plan.
Department Planning Goal: To maintain the diversity of both faculty and student population.
Objective: Continue to recruit students and faculty members from underrepresented groups.

10:00 – 10:45 Task 4: Student learning outcomes alignment (45 min)

REVISED student learning outcomes of the Department:
1. Students know the historical and contemporary forces and key theories responsible for urban development in the U.S. and elsewhere in the world.
2. Students demonstrate knowledge of current principles and practices of urban planning relevant at multiple levels of government from local to global.
3. Students demonstrate the ability to work with diverse communities utilizing participatory approaches in decision making processes.
4. Students demonstrate knowledge of appropriate methods and techniques to accomplish urban-related research.
5. Students demonstrate an ability to apply principles of sustainable development.
6. Students participate in various forms of civic engagement.
7. Students gain applied experience through internship and fieldwork courses.

10:45 – 11:15 Task 5: Assessment plan (30 min)

DISCUSSION ITEMS:

- This year is to continue assessment of 150 for multiple data points. The GE (150 and 310) courses were assessed in the last two years in order to understand the ability of those courses to attract students to the major.
- Over the last three years the department opted to assess URBS 150 and URBS 310. Both URBS 150 and 310 are general education courses and these seemed to be the courses where new majors were most often coming from. Hence for faculty, it was important that since URBS 150 and URBS 310 courses appeared to be gateway courses, it would be advantageous to streamline them so that there is continuity of knowledge being taught across multiple sections. Therefore, the assessment plan called for streamlining SLOs for both courses across all sections and testing student learning with a pre and post test that focused on each course SLO.
- During the 2009-2010 academic year data was collected. For ongoing assessment activities targeted at URBS 150, the committee has recommended additional data collection points to enhance objectivity and limit bias within the data. Preliminary results from pre and post exams on average indicate that students are improving in the post exam as indicated by URBS 310 but improvement is less evident for students in URBS 150 – additional analysis is suggested.
- Program assessment strategies were discussed: senior papers, exit interviews, and portfolios.

11:15 – 11:30 Task 6: Questions for the alumni and student surveys (15 min)

RECOMMENDATIONS:

- Strengths and challenges of the Department should be asked by providing them with a list of strengths and challenges. Space should be left for the students to add items which are not on the list.
- The survey questions should be aligned with Department’s goals. For example the goal about civic engagement can be addressed with a question asking if a student has participated service learning project in an URBS course.
- Does the program help the students achieve personal goals?
- Does the advising help the students achieve graduating goals?
- Have the students received informal advising? (For example about graduate schools or the particular fields of interest)
- Do the students know what the Department’s mission is?

Action Items:

- Faculty to forward their recommendations for external reviewers to Professors Minassians and Toker

Meeting was adjourned at 11:45 am
Minutes for Program Review Meeting with Part-time faculty

October 12, 2010
3:30-4:30 – SH 214D

Department of Urban Studies and Planning
CSUN

Program Review Committee Faculty: Toker, Minassians

Met with Professor Willey and Stiglitz and three set of questions have been addressed during this meeting with the part-time faculty. First question deals with the strengths and challenges that the department is facing; second question asks faculty for the academic and professional trends in the field of urban studies and planning; and final question is asking for potential external reviewers that faculty might be aware of. During the conversation with professor Willey and Stiglitz, the following observations and discussions were recorded.

Strengths of the department:
1. Diversity of faculty perspectives and work is extremely valuable and important to the department.
2. Faculty find the new trend of having more younger faculty an important shift for the department and they expressed the importance of continuous hiring to meet the student and departmental needs.
3. Faculty believes that there is more enthusiasm in the department and a lot more collaboration between faculty.
4. The direction that the department has taken is positive and reflects the constructive direction that we are taking. They see more positive changes and updates with the departmental work.
5. The department has become more inclusive for asking part-time faculties point of view on departmental and academic matters. This is positive shift from the past practices.

Potential Challenges:

1. General education classes are challenging for the Urban Studies and Planning Department and the curriculum since require faculty to adjust their teaching in order to meet the needs of the non-majoring students.
2. URBS 310, as an upper division course, is undermining the majors and it was recommended to possibly making URBS 310 as a GE class for the majors only.
3. Allowing non-majors into upper division GE class undermines the pedagogical aspects and hinders student learning in the major.
4. Question was raised if even we need to have an upper division GE classes within the major.
5. It was recommended to have GE classes taught in an URBS form thus helping the students within the major to prepare for subsequent upper division classes. They find the GE classes hindering on student learning within the major.

6. Possible solution is making URBS 150 a general education course for all incoming freshmen and making URBS 310 only a GE requirement for the major students.

7. One of the main challenges is that part-timers are less linked with the curricular and pedagogical issues within the department. One solution is to have part-time faculty go through an annual update by the chair of the department. We can have discusses on what is being taught and how to link the courses pedagogically better.

8. There is lack of classes on physical planning in the curriculum. The recommendation is to design courses on physical planning.

Trends in the Profession:

1. There is a movement towards sustainability and sustainable designs. Thus we need more courses in this area.

2. We need more courses and teaching in the area of “Greening”.

3. We definitely need courses on “disaster management”. This was raised as an important element considering that man- and natural made disasters are posing greater risks to urban settings around the world.

4. We need to make sustainability courses more interdisciplinary so we can draw from a broader breadth and knowledge of other disciplines in this area.

5. We have no coverage of disaster planning and management in the program thus we need to add courses in this area.

6. Even though we have a course on third world cities but we need to have courses on global cities and interconnectedness of challenging that various urban centers face. How are these interactions impacting our own localities.

External Reviewers:

1. The following names were recommended for consideration of external reviewers.
   a. Julie Anne Delgado
   b. Leo Estrada
   c. Robert Gottlieb (Occidental College)
Minutes for Program Review Meeting with Part-time faculty

October 11, 2010
3:30-4:30 – SH 214D

Department of Urban Studies and Planning
CSUN

Program Review Committee Faculty: Toker, Minassians

Met with Professors Farassati, Keynejad, Tiwari, Vrat, Weintraub, Sadono, and Whittaker and three sets of questions have been addressed during this meeting with the part-time faculty. First question deals with the strengths and challenges that the department is facing; second question asks faculty for the academic and professional trends in the field of urban studies and planning; and final question is asking for potential external reviewers that faculty might be aware of. During the conversation with Professors Farassati, Keynejad, Tiwari, Vrat, Weintraub, Sadono, and Whittaker, the following observations and discussions were recorded.

Strengths of the department:
1. The breadth of urban studies and planning field to accommodate people ranging from fire fighters to community organizers.
2. The program provides technical skills.
3. Academic freedom in the department allowing faculty to select course material.
4. The department has a good mixture of academics and practitioners coming from different backgrounds.
5. The department’s curriculum provides the students with good interpersonal skills to communicate with people from different backgrounds.
6. The diversity and the background of the students are strengths of the department.
7. Students are involved in communities through some of the courses.
8. Most students are focused and disciplined.

Potential Challenges:
1. Lack of course on physical implementation of policies (physical planning) in the curriculum.
2. There should be more courses for application of research and writing skills.
3. Some outreach to the community should be part of the curriculum.
4. Local high schools (Kennedy and Cleveland) should be targeted for recruiting students.
5. The department should communicate the mission of the department to the part time lecturers.
6. The contribution of the general education courses to the mission of the department should be clarified.
7. The value of writing and research should be part of the mission and the curriculum.
8. Several sections of a GE course should be aligned more.
9. Student learning outcomes should be communicated to the part time lecturers.
10. Students should be exposed to the multi-dimensionality of planning jobs more.
11. Students’ following skills should be enhanced:
   a. Research methods
   b. Technical report writing
   c. Presentation
   d. Teamwork
   e. Budgeting and accounting
   f. Quantitative skills
   g. Grant writing

Trends in the Profession:

1. There is a movement towards sustainability including many different dimensions of sustainability. The department is on the right track to align itself with this trend. However, sustainability should be integrated more to the curriculum.
2. More studio courses should be taught.
3. Climate action plans should be included in the curriculum (TODs, walking, biking)
4. Public health and planning intersection should be included in the curriculum.
5. GIS is a skill which is very useful for planners in the field.
6. International planning should be addressed in the curriculum.

External Reviewers:

1. The following names were recommended for consideration of external reviewers.
   a. Jeff Lambert (Head of City of Ventura Planning Dept.)
   b. John Dugan
   c. Kevin Keller (Head APA-CA)
   d. Marcia Rood (Pasadena)
Appendix F: List of GE courses that carry the program prefix with enrollment data for the last five years
URBS 150. The Urban Scene (3)
Lecture-discussion course that includes a historic view of human settlements and cities. It emphasizes cities in the United States. It explores urban society including population, housing, economics, infrastructure, transportation, environment, government, land use, law, planning, growth, and sustainability. (Available for General Education, Social Sciences).

URBS 310. Growth and Sustainable Development of Cities (3).
Examination of the forces contributing to the form, structure, and sustainable development of cities. Emphasis on urban areas of the U.S. (Available for General Education, Social Sciences)

URBS 350. Cities of the Third World (3)
Prerequisite: Upper Division standing; completion of lower division writing requirement. Cultural analysis of Third World urbanization and counter-urbanization with emphasis on particular aspects of urban life and social change in Africa, Latin America, the Middle East, and Southeastern Asia. (Available for General Education, Comparative Cultural Studies)

URBS 380. Los Angeles: Past, Present, Future (3)
Multidisciplinary investigation of the Los Angeles urban area, its patterns of population and resources distribution; its historical, economic, social and cultural developments; and policies models designed to cope with its problems and to develop its potential as an ethnically diverse metropolis on the Pacific Rim. Application of social science methodology. Series of faculty and guest speakers, weakly discussion sessions, field trips. (Crosslisted with HIST and POLS 380) (Available for General Education, Social Sciences)
Appendix G: Data from Institutional Research
### Number of Faculty Members by Status and Fall Term

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## CSUN Headcount by Options for Undergraduates and Fall Term

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<th>2008</th>
<th>2009</th>
<th>2010</th>
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Appendix H: Student Survey Results
Survey Questions for the Seniors in the URBS Department

1. Please describe the mission of the Urban Studies and Planning Department.

2. In which of the followings areas do you think you have acquired adequate amount of training:
   Citizen participation
   Community development
   Conservation of resources and heritages
   Economic Development
   Environmental planning
   Equity and social justice
   Ethics of professional practice
   History and theory of planning
   Housing
   Land use planning
   Natural resource management
   Plan making
   Policy implementation
   Policy making
   Sustainability
   Transportation planning
   Urban Design

3. In which of the following areas do you think you have acquired the following skills through your studies at the Urban Studies and Planning Department
   Budgeting and financial management
   Collaborative work
   Community organizing
   Data collection
   Economic analysis
   Environmental analysis
   Graphic communication
   Map reading
   Oral communication
   Population analysis
   Research design
   Site planning
   Statistical analysis
   Use of library databases
   Use of secondary datasets
   Written communication
4. During the course of your studies at CSUN Urban Studies and Planning Department, how many courses have you had with civic engagement projects?
   0
   1-2
   3-5
   5 or more

5. During the course of your studies at CSUN Urban Studies and Planning Department did you find formal advising, which is required every semester, helpful in achieving your academic goals (5 most helpful 1 least helpful)
   not helpful at all
   slightly helpful
   moderately helpful
   helpful
   extremely helpful

6. During the course of your studies at CSUN Urban Studies and Planning Department did you find informal advising conducted by individual faculty helpful in achieving your academic goals (5 most helpful 1 least helpful)
   not helpful at all
   slightly helpful
   moderately helpful
   helpful
   extremely helpful

7. In your opinion, do you think the student body of the Urban Studies and Planning Department is representative of diversity in the Los Angeles region? (5 strongly agree 1 strongly disagree)
   not representative at all
   slightly representative
   moderately representative
   representative
   extremely representative

8. What aspect of your academic experience would you have changed if you had the option?
URBS Student Survey

In your opinion, do you think the student body of the Urban Studies and Planning Department is representative of diversity in the Los Angeles region?

<table>
<thead>
<tr>
<th>Answer Options</th>
<th>Not representative</th>
<th>Slightly representative</th>
<th>Moderately representative</th>
<th>Representative</th>
<th>Extremely representative</th>
<th>Rating Average</th>
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answered question 19
skipped question 1

Student body diversity representativeness

![Bar chart showing student body diversity representativeness ratings](image)
formal advising (required every semester)

informal advising (conducted by individual faculty)
URBS Student Survey

During the course of your studies at CSUN Urban Studies and Planning Department, how many courses have you had with civic engagement projects?

Answer Options

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<th>Response Percent</th>
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<td>5 or more</td>
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Which courses?

- answered question 19
- skipped question 1

Number | Response Date         | Which courses?       | Categories
-------|-----------------------|----------------------|
1      | Nov 19, 2010 1:27 AM  | 440-415-430          |
2      | Nov 19, 2010 1:37 AM  | urbs 440, 340A/B     |
3      | Nov 22, 2010 8:27 AM  | Urbs:250340A440      |

During the course of your studies at CSUN Urban Studies and Planning Department, how many courses have you had with civic engagement projects?
In which of the following areas do you think you have acquired the following skills through your studies at the Urban Studies and Planning Department?
In which of the followings areas do you think you have acquired adequate amount of training?
Appendix I: List of Alumni with Current Employment
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<td>Joseph Heredia</td>
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<td>Lilley Planning Group</td>
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<td>Randal K. Bynder, AICP</td>
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<td>City of Rancho Mirage</td>
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<tr>
<td>Mike Sedell</td>
<td>1973</td>
<td>City Manager</td>
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<td>Marilyn J. Beardslee, AICP</td>
<td>1980</td>
<td>Senior Planner</td>
<td>Kern Council of Governments</td>
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<td>Robert J. Stanley</td>
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<td>City of La Cañada Flintridge</td>
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<td>Aleta James</td>
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<td>Peter Alan Thomas</td>
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<td>Supervising Appraiser</td>
<td>Assessor Los Angeles County</td>
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<td>Kurt E. Christiansen, AICP</td>
<td>1985</td>
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<td>Alan A. Wolken</td>
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<td>Randy Floyd</td>
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<td>Mike Behen</td>
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<td>Los Angeles, CA</td>
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<td>Los Angeles, CA</td>
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<td>Krystin Rice</td>
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<td>City of Calabasas</td>
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<td>Rena Kambara</td>
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<td>Ken Koslow</td>
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<td>Bernard Berkowitz</td>
<td>1974</td>
<td>Jakti Market</td>
<td>Bernie, Marcia &amp; Michael Berkowitz Proprietors</td>
<td>Trinity Center, CA</td>
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<tr>
<td>Gregory Urbach</td>
<td>1976</td>
<td>Writer</td>
<td></td>
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<tr>
<td>Joyce B. Prager</td>
<td>1977</td>
<td>Assistant Vice President</td>
<td>21st Century Insurance Affinity Marketing</td>
<td>Woodland Hills, CA</td>
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<tr>
<td>Brad Kesner</td>
<td>1988</td>
<td>Senior Vice President</td>
<td>Stone Miller</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Julie Newman</td>
<td>1996</td>
<td>Realtor</td>
<td>Pinnacle Estate Properties, Inc.</td>
<td>Northridge, CA</td>
</tr>
<tr>
<td>Mark R. Edwards</td>
<td>1998</td>
<td>Director of Government Relations</td>
<td>Afriat Consulting Group, Inc.</td>
<td>Burbank, CA</td>
</tr>
<tr>
<td>Jane Parka</td>
<td>2003</td>
<td>Project Manager I - Planning, Senior Staff Planner</td>
<td>Sespe Consulting, Inc. West Coast Environmental and Engineering</td>
<td>Ventura, CA</td>
</tr>
<tr>
<td>Christopher Brown</td>
<td>2005</td>
<td>Associate Project Manager II</td>
<td>Hogle-Ireland Inc.</td>
<td>Riverside, CA</td>
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<tr>
<td>Jeffrey J. Allen</td>
<td>2008</td>
<td>Assistant Planner/Researcher</td>
<td>Planning Associates Inc.</td>
<td>Studio City, CA</td>
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<tr>
<td>Adé Shabazz</td>
<td>2010</td>
<td>Acquisitions Associate</td>
<td>Bolour Associates</td>
<td>Los Angeles, CA</td>
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<tr>
<td><strong>Non-Profit Sector</strong></td>
<td></td>
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<tr>
<td>Michael E. Johnson, AIA</td>
<td>1993</td>
<td>Vice President PGA Tour Design &amp; Construction Services</td>
<td>PGA TOUR</td>
<td>Ponte Verde Beach, FL</td>
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<tr>
<td><strong>Social Services, Politics, and Other Public Sector</strong></td>
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<tr>
<td>William Watkins, Ed.D.</td>
<td>1974</td>
<td>Associate Vice President For Student Affairs and Dean Of Students</td>
<td>California State University, Northridge</td>
<td>Northridge, CA</td>
</tr>
<tr>
<td>Hermine Perkins</td>
<td>1978</td>
<td>Youth Relations Associate</td>
<td>Los Angeles Unified School District Youth Relations Unit</td>
<td>Los Angeles, CA</td>
</tr>
<tr>
<td>David Hyman</td>
<td>1980</td>
<td>Congressional District Liaison Outreach Chair</td>
<td>California State Association of Letter Carriers</td>
<td>Sepulveda, CA</td>
</tr>
<tr>
<td>Charles Albanese</td>
<td>1982</td>
<td>Detective</td>
<td>Boise Police Department Background Investigations &amp; Recruitment Unit</td>
<td>Boise, ID</td>
</tr>
<tr>
<td>Usher L. Barnum, Jr.</td>
<td>1987</td>
<td>Commander Force Deputy Comptroller</td>
<td>Naval Air Forces</td>
<td>San Diego, CA</td>
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<tr>
<td>Jaime de la Vega</td>
<td>1990</td>
<td>Deputy Mayor, Transportation</td>
<td>City of Los Angeles</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Marco A. Cabezas</td>
<td>1991</td>
<td>Attorney at Law</td>
<td>Washington, D.C.</td>
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<tr>
<td>Andrea Ehrgott</td>
<td>1995</td>
<td>Instructor of Geography &amp; GIS</td>
<td>Moorpark College</td>
<td>Moorpark, CA</td>
</tr>
<tr>
<td>Veronica Orozco, M.A. Ed.</td>
<td>1996</td>
<td>Public Health Social Worker</td>
<td>Ventura County Public Health Adolescent Family Life Program</td>
<td>Oxnard, CA</td>
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<tr>
<td>Todd R. Stokes</td>
<td>1999</td>
<td>Lieutenant</td>
<td>Glendale Police Department</td>
<td>Glendale, CA</td>
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<tr>
<td>Bob Frankel</td>
<td>2000</td>
<td>Principal Realty Agent</td>
<td>Los Angeles Unified School District – Facilities Services Division</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Euripides De Oliveira</td>
<td>2000</td>
<td>Director of International Special Programs</td>
<td>California State University, Northridge – College of Social &amp; Behavioral Sciences</td>
<td>Northridge, CA</td>
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<tr>
<td>Michael A. Mendez</td>
<td>2001</td>
<td>Legislative Director</td>
<td>Sacramento, CA</td>
<td></td>
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<tr>
<td>Victor Takayama</td>
<td>2002</td>
<td>Senior Housing Inspector</td>
<td>Los Angeles Housing Department</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Peter Vernon, MSW</td>
<td>2002</td>
<td>Social Work/VASH</td>
<td>VA Greater Los Angeles</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Mark M. Chapa</td>
<td>2004</td>
<td>Outreach Coordinator</td>
<td>VA Greater Los Angeles</td>
<td>Riverside, CA</td>
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<tr>
<td>Johnny Wiley III</td>
<td>2004</td>
<td>Athletic Project Specialist</td>
<td>Youth Policy Institute Youth Services</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Gerardo Guzmán</td>
<td>2005</td>
<td>District Director</td>
<td>California State Assembly 39th District</td>
<td>Arleta, CA</td>
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<tr>
<td>Kristi G. Lopez</td>
<td>2007</td>
<td>Field Representative</td>
<td>California State Assembly</td>
<td>Pasadena, CA</td>
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</table>
Appendix J: List of Urban Planning Track Courses in the MPA program
URBS 610. Contemporary Urban Planning in the United States and California (3)
Provides an overview of urban planning as practiced in the U.S. The course assumes some familiarity with urban planning and builds on common issues and problems in the field, utilizing a topical approach. Critical issues such as transportation, housing, social and environmental justice, citizen participation, urban design, urban sprawl, sustainable development, and New Urbanism will be examined in detail.

URBS 620. Seminar in Comprehensive Planning (3)
This course provides a comprehensive introduction to the general plan and zoning process in the U.S. and California. Special emphasis will be placed on the plan elements dealing with land use, housing, circulation, open space, conservation, safety and noise. Zoning will be addressed in terms of the structure and content of zoning ordinances and the administration process. Other topics include administrative aspects of planning and negotiation skills for planners in implementing the comprehensive plan. Supporting field trips and discussions with planners and project managers are planned.

URBS 630. Sustainable Development and Environmental Impact Analysis (3)
This course deals with approaches to planning for sustainable development and the requirements for environmental planning and policy associated with the California Environmental Quality Act (CEQA). This act and the regulatory guidelines can serve as a model for impact analysis in any global setting. A special emphasis will be placed on understanding the implications of sustainable development for typical projects that occur in urban settings and the techniques used to assess impacts. Supporting field trips and discussions with planners and project managers are planned.

URBS 640. Seminar in Planning for Communities and Local Economic Development (3)
The study of human behavior as it is affected by basic human needs and urban conditions. Special attention will be given to: 1) the manner in which local neighborhoods and communities are integrated into the planning process and how needs are articulated; and 2) the manner in which local economic development can be effected by the planning process and the integration of community participation. Supporting field trips and discussions with planners and project managers are planned.

URBS 690. Field Project in Urban Planning (3)
This course will serve as the capstone course for the certificate program. Field projects will be defined and approved prior to the student’s completion of the four preceding courses. The course will focus on application of certificate course content to a specific urban-environmental planning problem at the local level in a local city. Students will be required to be in contact with the professor as the project evolves.
Appendix K: Internships 2009-2010
# Urban Studies and Planning Internships 2009 to 2010

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Semester</th>
<th>Agency</th>
<th>Location</th>
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<tr>
<td>Camarillo</td>
<td>Tim</td>
<td>Summer 09</td>
<td>Assemblyman Pedro Nava</td>
<td>Oxnard, CA</td>
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<tr>
<td>Narcisse</td>
<td>Lisa</td>
<td>Summer 09</td>
<td>City of Moorpark</td>
<td>Moorpark, CA</td>
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<tr>
<td>Virula</td>
<td>Marvin</td>
<td>Fall 09</td>
<td>Van Nuys</td>
<td>Van Nuys, CA</td>
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<tr>
<td>Redel</td>
<td>Peter</td>
<td>Spring 10</td>
<td>People's Core</td>
<td>Los Angeles, CA</td>
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<tr>
<td>Bratton</td>
<td>Lisa</td>
<td>Spring 10</td>
<td>Culver City Redevelopment Agency</td>
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<tr>
<td>Fuchs</td>
<td>Alexander</td>
<td>Spring 10</td>
<td>Cusumano Real Estate Group</td>
<td>Burbank, CA</td>
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<td>Mills</td>
<td>Bridget</td>
<td>Spring 10</td>
<td>Habitat For Humanity</td>
<td>Woodland Hills, CA</td>
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<td>Perry</td>
<td>Andrew</td>
<td>Spring 10</td>
<td>City of Fillmore Planning Department</td>
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<td>Papazian</td>
<td>Brett</td>
<td>Spring 10</td>
<td>Regional Planning</td>
<td>Los Angeles, CA</td>
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<td>Quintana</td>
<td>Humberto</td>
<td>Spring 10</td>
<td>City of Baldwin Park</td>
<td>Baldwin Park, CA</td>
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<tr>
<td>Williams</td>
<td>Tammy</td>
<td>Spring 10</td>
<td>City of Thousand Oaks</td>
<td>Thousand Oaks, CA</td>
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<td>Brooks</td>
<td>Julie</td>
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<td>Go Green Construction</td>
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<td>Garcia</td>
<td>Camilo</td>
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<td>Hollywood Community Studio</td>
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<td>Lopez</td>
<td>Yvette</td>
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<td>Heart Of Los Angeles</td>
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<td>Morris</td>
<td>Janae</td>
<td>Summer 10</td>
<td>L.A. Family Housing</td>
<td>North Hollywood, CA</td>
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<td>Ramirez</td>
<td>Maria</td>
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<td>Bringing Back Broadway</td>
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<td>Van Gundy</td>
<td>Joshua</td>
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<td>Baker Williams Engineering Group</td>
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<td>Wooten</td>
<td>Gerald</td>
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<td>Architecture for Education, Inc.</td>
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<td>Azpilicueta</td>
<td>Matthew</td>
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<td>Raymond Keller Associates</td>
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<td>Daniel</td>
<td>Fall 10</td>
<td>Moore and Associates Inc.</td>
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<td>Gudelj</td>
<td>Aaron</td>
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<td>Moorpark Planning</td>
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<td>Hosseini</td>
<td>Salli</td>
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<td>LA County</td>
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<td>Leiva</td>
<td>Christopher</td>
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<td>Healthy Homes Collaborative</td>
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<td>Mozes</td>
<td>Steven</td>
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<td>Naanos</td>
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<td>Oscar</td>
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