

**Alabama A&M University**  
**College of Agricultural, Life and Natural Sciences**  
Department of Community & Regional Planning  
**Urban & Regional Planning**  
**Bachelor of Science Urban Planning**

**Self-Study Report**  
**for the**  
**Planning Accreditation Board**

**8/23/2017**

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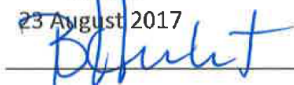
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## PART I – SIGNATURES AND CONTACT INFORMATION

These signatures attest to the validity of the application and to the institution's support for the accreditation of the planning Program. Original signature page should be sent to PAB with the final SSR.


### 1. PLANNING PROGRAM ADMINISTRATOR

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Title:	Interim Chair & Program Coordinator	Email:	berneece.herbert@aamu.edu
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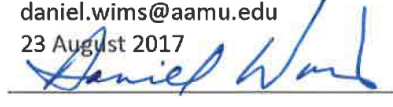
### 2. PERSON PREPARING APPLICATION (if different from above)

Name:	As above	Phone:	
Title:		Email:	
Mailing		Date:	
Address:		Signature:	

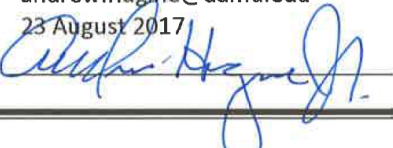
### 3. DEAN OR OTHER HIGHER ADMINISTRATOR

Name:	Lloyd Walker, PhD	Phone:	256-372-4166
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### 4. INSTITUTION'S CHIEF ACADEMIC OFFICER

Name:	Daniel Wims, PhD	Phone:	256-372-5275
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### 5. INSTITUTION'S CHIEF EXECUTIVE OFFICER

Name:	Andrew Hugine, Jr	Phone:	256-372-5230
Title:	President	Email:	andrew.hugine@aamu.edu
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### PLANNING STUDENT ORGANIZATION

Organization Name:	Urban Planning Association	Phone:	803-387-6610
Student Name:	Tabaris Smith	Email:	tsmit169@bulldogs.aamu.edu
Title:	President		

### LOCAL APA CHAPTER REPRESENTATIVE

Chapter Name:	American Planning Association, Alabama Chapter		
Name:	Mac Martin	Phone:	(205) 444-7648
Title:	Alabama State Chapter President	Email:	martinm@ci.hoover.al.us

1. PRECONDITIONS

**A. Program Graduates**

**Programs shall have granted the degree for which accreditation is sought to at least 25 students.**

The Bachelor of Science in Urban Planning (BSUP) program has graduated 306 students since its inception in 1979.

**B. Accreditation Status of the Institution**

**The Program's parent institution shall be accredited by an institutional accrediting body recognized by the Council for Higher Education Accreditation (CHEA) or by its successor organization.**

Alabama A&M University (AAMU) is accredited by the Southern Association of Colleges and Schools (SACS).

**C. Program and Degree Titles**

**Formal titles of programs and degrees shall contain the word "planning."**

The degree title for which re-accreditation is sought is Bachelor of Science in Urban Planning (BSUP).

**D. Length of Program**

**Undergraduate degree programs shall require a minimum of four academic years of full-time study or the equivalent. For students for whom the graduate degree constitutes the first professional degree in planning, a minimum of two academic years of full-time study or the equivalent in planning is required.**

The B.S. in Urban Planning (BSUP) degree requires a total of 126 semester credit hours. The time frame for completing the degree requirements for a full-time student is approximately four academic years consisting of eight semesters, each running for 16 weeks.

**Guideline: Residency. A Program, whether undergraduate or graduate, shall normally require students' presence at the accredited program institution for a minimum of two academic years, or its equivalent. The intentions of this guideline are to ensure significant interaction with other students and with faculty, hands on collaborative work, socialization into the norms and aspirations of the profession, and observations by faculty of students' interpersonal and communication skills. Programs departing from campus-centered education by offering distance learning, international exchanges, or innovative delivery systems must demonstrate that the intentions of this guideline are being achieved, and that such programs are under the supervision of fully qualified faculty. Such determination may include, but is not limited to, evidence of faculty of record, and communications between faculty and students.**

As with the MURP program, the BSUP program is also patterned towards the physical campus-centered education providing students with the intimacy and face to face interaction of the classroom environment, allowing for significant interaction and for a high level of hands-on learning and socialization. The BSUP program also incorporates elements of a blended model providing access to information and guidance through an online banner system. This component offers additional flexibility and the convenience of the online environment providing students with technology-enhanced learning and instruction while allowing instructors additional flexibility and creativity in teaching their courses.

**Guideline: Fast-tracking. Programs that combine undergraduate education with a graduate degree in planning in a total of less than six academic years or the equivalent shall meet the criteria of an accredited graduate degree.**

The BSUP program does not offer a fast tract option.

**Guideline: Dual Degrees.** Programs may allow a degree in planning to be earned simultaneously with a degree in another field, in less time than required to earn each degree separately. All criteria of an accredited graduate degree in planning must be met and the electives allowed to meet requirements of the other degree must be appropriate as electives for a planning degree.

The BSUP has no dual degree option. However, there is provision for students from other majors and disciplines to minor in urban planning by completing 18 credit hours of planning courses defined by the Department as constituting a minor in planning. The program has also recently developed two concentrations (Urban Design & Transportation Planning & Logistics) as options for students in the Liberal Studies program.

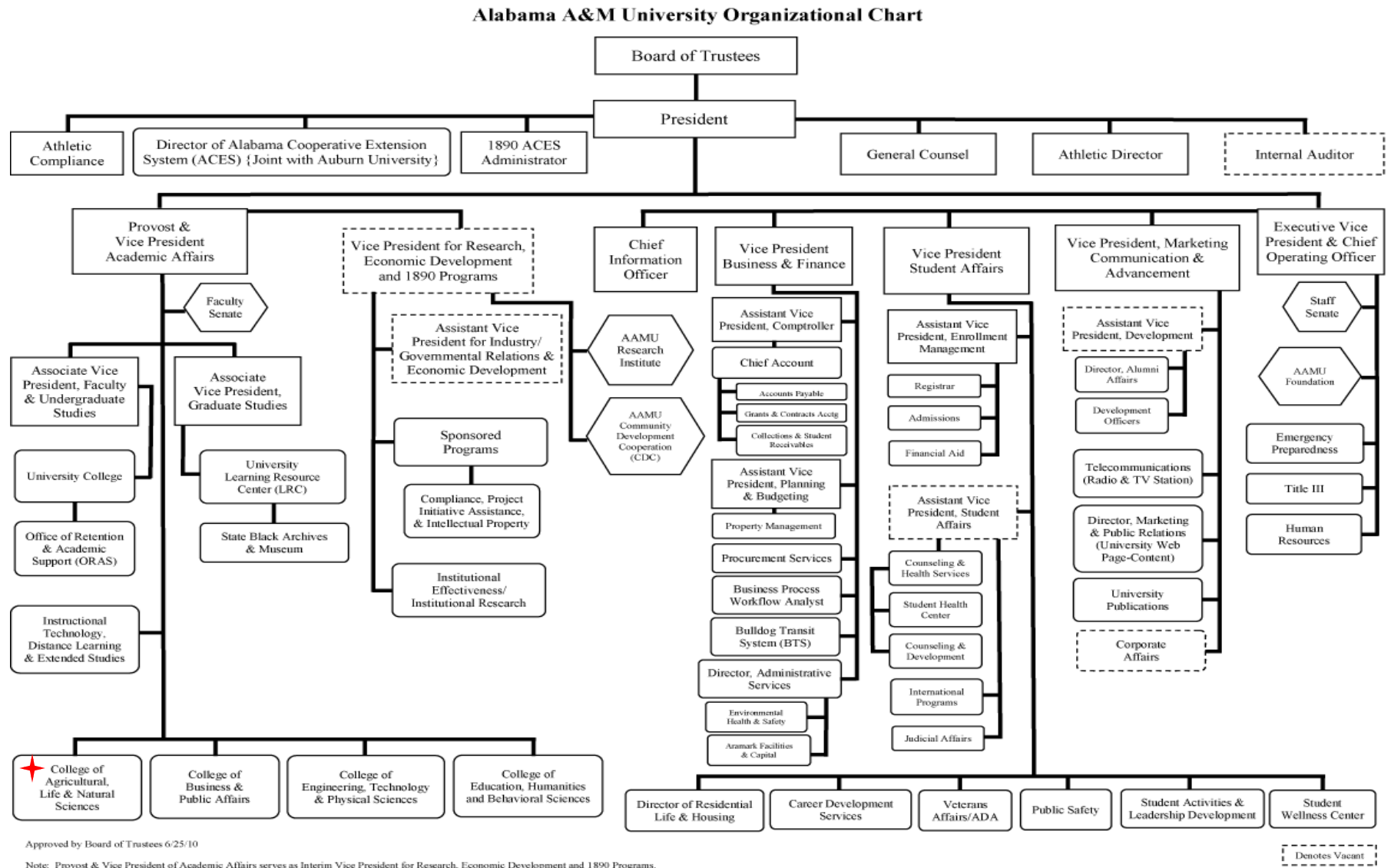
**E. Primary Focus**

**The degree Program's primary focus shall be that of preparing students to become practitioners in the planning profession.**

The primary focus of the Bachelor of Science in Urban Planning program at Alabama A&M University is to equip students with a sound knowledge base and skill-set that prepares them to practice planning, work in a related profession, or pursue graduate education in Planning or related disciplines.

## 2. DEGREE PROGRAM AND INSTITUTION

- A. Degree Title:** Bachelor of Science in Urban Planning (BSUP)
- B. Name of Planning Program or Unit:** Department of Community & Regional Planning
- C. Institutional Structure:** See figures below.



**Figure II.C: Alabama A&M University Organizational Chart**

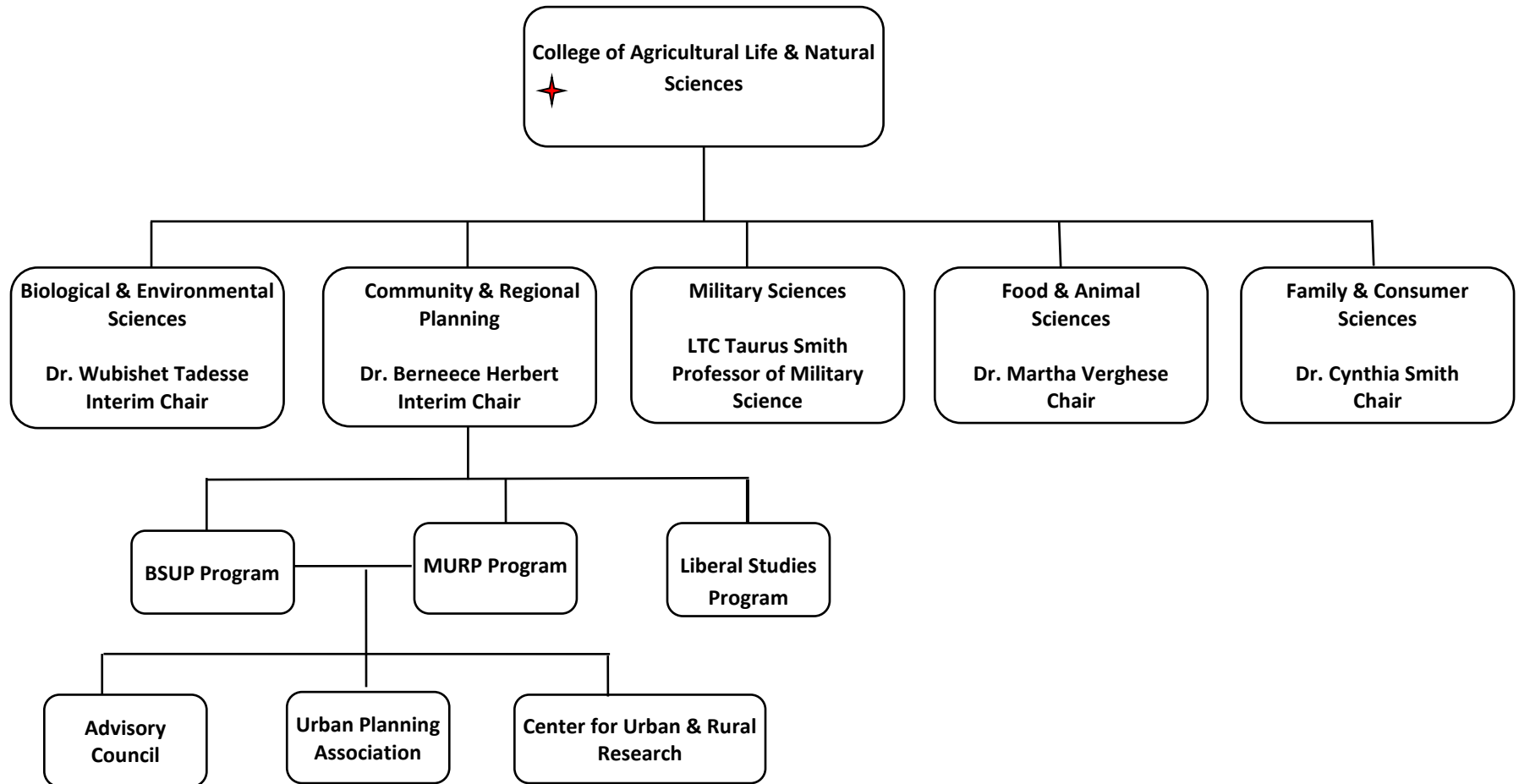


Figure II.C.i: Organizational Chart for the College of Agricultural, Life and Natural Sciences Showing the Department of Community & Regional Planning

### 3. OTHER PLANNING PROGRAM OFFERINGS

#### A. Other Degrees:

The Department offers a PAB accredited Masters in Urban and Regional Planning (MURP). The MURP Program is designed to prepare students to become competent professional planners who possess the knowledge, skills and values to improve the quality of public and private decisions which address the social, economic and physical development needs of diverse urban and rural communities. Pursuant to this mission, the Program gives students a broad understanding of urban and regional settlement systems, planning principles and concepts, and significant depth in a particular substantive area of planning application to function effectively as planning professionals upon graduation. The MURP Program has three major components totaling 46 credit hours for students without a PAB accredited Bachelor in Planning and 42 credit hours for those who possess the PAB accredited Bachelors. The components included a core of 28 credit hours, 12 credit hours of specialization, along with 6 credits hours of thesis. Student choosing the non-thesis option take 3 hours of Terminal Research/Project and a 3-credit elective course. The MURP program's knowledge base addresses the dynamic forces that determine the structure and function of human settlement, the theory and history urban planning, the process of plan-making and implementation, and the application of planning principles. The skills component train students in problem conceptualization, data collection and analysis, problem solving, project design and management, and oral and graphic communication. The value component consists of activities which build professional behavior and provides an understanding of equity and social justice.

The department also coordinates a Bachelor of Liberal Studies program. It is a non-planning degree consisting of 124 credit hours. It is designed to support the educational pursuit of upper level undergraduate students by allowing flexibility in structuring an academic program of study best suited for their needs and goals.

#### B. Non-Degree Programs:

The Department does not currently offer any non-degree programs.

### 4. STUDENTS

**Table 4.A. STUDENT ENROLLMENT DATA**

Academic Year *		2011 – 2012	2012 - 2013	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017
# Applications Reviewed for Admission		17	14	19	7	21	16
# Applicants Admitted		12	6	11	5	14	13
# New Students Admitted who Enrolled	Fulltime	10	5	10	5	14	11
	Part-time	NA	NA	NA	NA	NA	NA
	Dual degree	NA	NA	NA	NA	NA	NA
# Total Students Enrolled	Fulltime	35	31	30	28	34	22
	Part-time	NA	NA	NA	NA	NA	NA
	Dual degree	NA	NA	NA	NA	NA	NA

Source: AAMU Office of Institutional Planning Research, & Effectiveness & DCRP, 5/4/2017



TABLE 4.B. STUDENT COMPOSITION (2016 – 2017)

STUDENTS - RACE AND ETHNICITY	Enrollment Status and Gender				
	Full-time		Part-time		Total
	Male	Female	Male	Female	
<b>US Citizens and Permanent Residents Only</b>					
<i>Race</i>					
White	1				1
Black or African American	13	6	3	4	26
American Indian or Alaska Native					
Asian		1			1
Native Hawaiian and Other Pacific Islander					
Some Other Race alone					
Two or More Races	1				1
Unknown		1			1
<b>Total US Citizens only</b>					
Foreign Students					
<b>Total Students</b>	<b>15</b>	<b>8</b>	<b>3</b>	<b>4</b>	<b>30</b>
<b>US Citizens and Permanent Residents Only</b>					
<i>Ethnicity*</i>					
Hispanic or Latino					
Not Hispanic or Latino	15	8	3	4	30

Source: AAMU Office of Institutional Planning Research, & Effectiveness, 5/4/2017

*\*Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.*

## 5. FACULTY

For PAB accreditation purposes, faculty are defined as follows: **(A) Full-time in Planning Unit** are tenure track faculty with a primary appointment in the planning unit. Graduate teaching assistants are excluded; **(B) Part-time in Planning Unit** are tenure track faculty from other academic departments in the University who teach: graduate core courses required for the planning degree; courses in other departments required for planning concentrations/specializations; and/or courses in other departments taken as an elective by a critical mass of planning students. Graduate teaching assistants are excluded; and **(C) Adjunct/Contract/Non-tenure track** are non-tenure track faculty and faculty hired with multi-year and annual contracts.

### A. Faculty Composition Data:

**Table 5.A. FACULTY COMPOSITION**

FACULTY - RACE AND ETHNICITY	Teaching Status and Gender						
	Full-time in Planning Unit ( A )		Part-time in Planning Unit ( B )		Adjunct/Contract/Non-tenure track ( C )		Total
Race - US Citizens and Permanent Residents Only	Male	Female	Male	Female	Male	Female	
White	1						
Black or African American	5	2			2	1	11
American Indian or Alaska Native							
Asian							
Native Hawaiian and Other Pacific Islander							
Some Other Race alone							
Two or More Races							
Unknown							
<b>Total US Citizens and Permanent Residents only</b>	<b>6</b>	<b>2</b>			<b>2</b>	<b>1</b>	<b>11</b>
Foreign							
<b>Total Faculty</b>	<b>6</b>	<b>2</b>			<b>2</b>	<b>1</b>	<b>11</b>
<b>*Ethnicity - US Citizens and Permanent Residents Only</b>							
Hispanic or Latino							
not Hispanic or Latino	6	2			2	1	11

\* Ethnicity does not replace Race as a separate category. Ethnicity data supplements Race data.

**NB:** The numbers above reflect the total number of faculty members between fall 2011 through spring 2017. As of academic year 2016 – 2017, there were 2 permanent fulltime faculty and 4 adjunct/contract faculty (one of whom retired in spring 2017).

### B. AICP Membership

**Table 5.B. FACULTY AICP MEMBERSHIP**

Full-Time Faculty (A): 2	Part-Time Faculty (B): 0	Adjunct/Contract/Non-tenure track Faculty (C): 0	Total: 2
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### C. Teaching FTEs

Please provide the Program's definition/formula for a full-time teaching load: According to AAMU Faculty and Administrative Staff Handbook (revised 2011), a full teaching load for faculty in the undergraduate program is 12 credit hours and 300 student credit hours per semester. Faculty with 50 or more undergraduate advisees may be awarded release time, up to 25%. The Department adopts a full time teaching load of 12 credit hours per semester. However, if the student credit hour requirement is not met, undergraduate faculty members may teach up to 15 credit hours per semester.

**Table 5.C. TEACHING FACULTY FTE (2016 – 2017)**

	<b>FACULTY MEMBER NAME</b>	<b>STATUS (A, B OR C)</b>	<b>TEACHING FTE (BSUP)</b>	<b>TEACHING FTE (MURP)</b>
<b>1</b>	Berneece Herbert	A	0.33	0.66
<b>2</b>	Jacob Oluwoye	A	0.33	0.66
<b>3</b>	Joyce Ann Pressley	C	0.33	0.66
<b>4</b>	Chukudi Izeogu	C	0.33	0.66
<b>5</b>	Teshome Gabre	C	1.00	NA
<b>6</b>	James Moore	C	0.66	NA
	<b>TOTAL TEACHING FTEs</b>		<b>2.98</b>	<b>2.98</b>

### D. Student / Teaching Faculty Ratio

Part-time Student FTE, including calculation (if applicable): NA

Student/Teaching Faculty Ratio (BSUP), including calculation:  $30/2.98 = 10.06$

### E. Faculty Listing

This table lists the planning faculty, their educational backgrounds, and their responsibilities within the accredited Program and the degree granting unit.

**Table 5.E. FACULTY LISTING (AYs 2015/16 and 2016/17)**

NAME	RANK/ TENURE	YEAR APPOINTED	DEGREE(S)	DATE	DEGREE FIELD(S)	DEGREE GRANTING UNIVERSITY(IES)	% of Time to Program* 2015-2016	% of Time to Program* 2016-2017
A Faculty								
Herbert, Berneece	Assistant Professor/ Interim Chair  Tenure Tract	2006	Ph.D.	2007	Plant & Soil Science (NRM & GIS)	Alabama A&M Univ.	50% Admin	50% Admin
			MURP	1998	Urban & Regional Plan. (Env Specialty)	Alabama A&M Univ.	40% Teaching	40% Teaching
			B.S.	1991	Biology (Env. Science)	Univ. of Virgin Islands	10% Research	10% Research
Izeogu, Chukudi	Professor/ Tenured (Emeritus)	1991	Ph.D.	1981	Urban Planning	Univ. of California, LA	90% Teaching	100% Teaching
			M.PL.	1974	Urban & Regional Planning	Univ. of Southern California	10% Research	
			B.S.	1971	Geography	Univ. of Nigeria		
Oluwoye, Jacob	Professor/ Tenured	2003	Ph.D.	1988	Transportation Planning	Univ. New South Wales	90% Teaching	90% Teaching
			M.S.	1981	City Planning	Howard University	10% Research	10% Research
			B.S	1979	Urban & Regional Plan.	Univ. Wisconsin-Mad		
Outland, Donald	Associate Professor/ Tenured	1977	B.S.	1969	Agricultural & Environmental Science	Alabama A&M Univ.	100% Teaching	0
			M.S.	1972	Urban Studies	Alabama A&M Univ.		
C Faculty								
Gabre, Teshome	Research Assistant Professor, Non Tenure	2013	B.S. MURP Ph.D.	1984 1986 2014	Accounting Urban & Regional Plan. Plant & Soil Science	Alabama A&M Univ. Alabama A&M Univ. Alabama A&M Univ.	100% Teaching	100% Teaching (Fall 2016 only)
Moore, James	Adjunct	NA	BSUP MURP	1991 1993	Urban & Regional Plan Urban & Regional Plan	Alabama A&M Univ. Alabama A&M Univ.	10% Teaching	20% Teaching
Pressley, Joyce Ann	Contract	2013	PHD	1994	City & Regional Plan.	Univ. of Pennsylvania	100% Teaching	100% Teaching
			MA	1993	City &Regional Plan.	Univ. of Pennsylvania		
			MA	1981	South Asia Regional Studies	Univ. of Pennsylvania		
			BA	1978	Economics	Univ. of Pennsylvania		

\* For the most recent two years: Include percentage of time devoted to the Program. Include additional time devoted to other degrees or teaching components of the planning unit, and to planning program-related release time activities (e.g. administrative duties, research, university service, etc.).

## 6. CURRICULUM

A. Number of Credits Required for Graduation: 126

B. Calendar System (Check One): ☒Semester ☐Quarter

C. Curriculum Listing:

**Table 6.C. COURSES TAUGHT IN THE PAST TWO YEARS  
UNDER-GRADUATE PROGRAM**

COURSE NUMBER AND TITLE*	FALL 2015 FACULTY**	SPRING 2016 FACULTY**	FALL 2016 FACULTY**	SPRING 2017 FACULTY**
<b>COURSES REQUIRED OF ALL STUDENTS</b>				
UPL 101: Introduction to Urban Planning	<i>Gabre, T. Research Assistant Professor</i>		<i>Gabre, T. Research Assistant Professor</i>	
UPL 103: The Community and You		<i>Gabre, T. Research Assistant Professor</i>		<b>Herbert, B. Assistant Professor</b>
UPL 201: Small Town Planning		<b>Oluwoye, J. Professor</b>		<b>Oluwoye, J. Professor</b>
UPL 203: History and Theory of Planning	<b>Outland, Donald Associate Professor</b>		<b>Oluwoye, J. Professor</b>	
UPL 216: Planning Research Methods I	<i>Gabre, J. Research Assistant Professor</i>		<i>Gabre, J. Research Assistant Professor</i>	
UPL 310: Urban Economic Analysis		<i>Gabre, J. Research Assistant Professor</i>		<b>Herbert, B Assistant Professor</b>
UPL 316: Planning Research Methods II	<i>Gabre, J. Research Assistant Professor</i>		<i>Gabre, J. Research Assistant Professor</i>	
UPL 317: Planning Workshop I	<i>Gabre, J. Research Assistant Professor</i>		<i>Gabre, J. Research Assistant Professor</i>	
UPL 327: Land Use Planning		<b>Outland, Donald Associate Professor</b>		<i>Moore, James Adjunct</i>
UPL 404: Social Equity in Planning	<b>Outland, Donald Associate Professor</b>		<i>Moore, James Adjunct</i>	
UPL 407: Legal Basis of Planning	<b>Herbert, B Assistant Professor</b>		<b>Herbert, B Assistant Professor</b>	
UPL 408: Comprehensive Planning Workshop		<b>Outland, Donald Associate Professor</b>		<i>Moore, J Adjunct</i>
UPL 409 Seminar on Planning Problems	<i>Moore, James Adjunct</i>		<i>Moore, J Adjunct</i>	
UPL 420: Senior Project		<b>Oluwoye, Professor</b>		<b>Oluwoye, Jacob Professor</b>
UPL 429: Professional practice	<i>Pressley, J Assistant Professor</i>		<i>Pressley, J Assistant Professor</i>	
<b>ELECTIVE COURSES</b>				
UPL 405: Practicum I	<b>Herbert, B Assistant Professor</b>	<b>Herbert, B Assistant Professor</b>	<b>Herbert, B Assistant Professor</b>	<b>Herbert, B Assistant Professor</b>
UPL 406: Practicum II	<b>Herbert, B Assistant Professor</b>	<b>Herbert, B Assistant Professor</b>	<b>Herbert, B Assistant Professor</b>	<b>Herbert, B Assistant Professor</b>

COURSE NUMBER AND TITLE*	FALL 2015 FACULTY**	2016 SPRING FACULTY**	FALL 2016 FACULTY**	2017 SPRING FACULTY**
UPL 435: Transportation Planning	<b>Oluwoye, J Professor</b>		<b>Oluwoye, J Professor</b>	
UPL 438: Transportation Modeling		<b>Oluwoye, J Professor</b>		<b>Oluwoye, J Professor</b>
UPL 442: Environmental Planning	<i>Pressley, J Assistant Professor</i>		<i>Pressley, J Assistant Professor</i>	
UPL 443: Housing Issues		<b>Izeogu, C Professor Emeritus</b>		<b>Izeogu, C Professor Emeritus</b>
UPL 444: Historic Preservation and Neighborhood Conservation	<i>Pressley, J Assistant Professor</i>		<i>Pressley, J Assistant Professor</i>	
UPL 445: Environmental Assessment		<i>Pressley, J Assistant Professor</i>		<i>Pressley, J Assistant Professor</i>
UPL 453: Development Process		<i>Pressley, J Assistant Professor</i>		<i>Pressley, J Assistant Professor</i>

\*Distinguish among the course prefix and number with the following text effects:

*Italics = courses where undergraduate and graduate sections are combined*

\*\*Distinguish among the appointment status of the faculty with the following text effects:

**Bold = full-time in the planning program (A in table 5.C.)**

Normal text = part-time in the planning program (B in table 5.C.)

*Italics = adjunct/contract/non-tenure track faculty (C in table 5.C.)*

**D. Curriculum Map:**

**Table 6.D. CURRICULUM MAP – Undergraduate Degree**

Curriculum Map Courses Required of All Students  A. Required Knowledge, Skills and Values	UPL 101 Intro to Urban Planning	UPL 103 The Community & You	UPL 201 Small Town Planning	UPL 203 History & Theory of Planning	UPL 216 Planning Research Methods I	UPL 310 Urban Economic Analysis	UPL 316 Planning Research Methods II	UPL 317 Graphics and Site Design	UPL 327 Land Use Planning	UPL 330 Demographic Analysis	UPL 404 Social Planning	UPL 407 Legal Basis of Planning	UPL 408 Comprehensive Planning	UPL 420 Senior Project	UPL 429 Professional Practice	NRE 365 Intro to Geographic Info Systems	ENG 304 Advanced Composition	PSC 206 State and Local Government	GEO 401 Urban Geography
<b>A1 General Planning</b>																			
a) Purpose and Meaning of Planning	x	x	x	x					x			x							
b) Planning Theory	x			x								x							
c) Planning Law				x					x			x							
d) Human Settlements & History of Planning	x	x	x	x					x	x			x			x			x
e) The Future						x			x				x						
f) Global Dimensions of Planning	x			x		x													
<b>A2 Planning Skills</b>																			
a) Research						x	x			x				x					
b) Written, Oral and Graphic Communication								x					x	x			x		
c) Quantitative and Qualitative Methods					x	x	x			x				x		x			
d) Plan Creation and Implementation									x				x						
e) Planning Process Methods			x					x					x		x				
f) Leadership								x					x		x			x	
<b>A3 Values and Ethics</b>																			
a) Professional Ethics		x									x	x			x				
b) Governance and Participation		x	x	x							x							x	
c) Sustainability and Environmental Quality	x			x					x				x						x
d) Growth and Development			x			x			x				x					x	x
e) Social Justice				x							x	x			x				

### **E. Other Learning Activities:**

The curriculum as designed delivers all of the required PAB curriculum components through a total of 126 credit hours of courses including 45 hours of urban planning courses, 12 hours of required non planning courses (NRE 365: Intro to Geographic Information Systems; PSC 206: State & Local Government; ENG 304: Advanced Composition; and GEO 401: Urban Geography) and 18 hours of a minor. However, to enhance the curriculum and to enrich students' learning experiences, the Department offers a variety of activities in which all students have an opportunity to participate. These include a professional development series, brown bag informal discussions, field trips, conference attendance and poster/paper presentations, designed to enhance students' exposure to the profession and engagement with practitioners and professionals particularly in understanding issues of democracy, diversity and social justice. See page 15 in Part IV.C.

## **7. PROGRAM HISTORY**

The Bachelor of Urban Studies was established in 1969 at Alabama A&M University (AAMU) in response to a growing national demand for persons trained in urban affairs, planning, and policy analysis, due in part to the rapid population growth and urbanization of the south. The turbulence of the sixties, urban riots, and failed programs spoke to the need for more diversity within the planning discipline and profession. The program was offered in the Department of Community Planning and Urban Studies which was established as one of the six departments within the School of Agricultural and Environmental Sciences. A review of AAMU's official catalogs in the 1960's shows that prior to this time, one planning-related course (AGB411-Land-use Planning and Conservation) was taught regularly in the Department of Agricultural Economics of the then Division of Agriculture, Environmental Science and Home Economics. The course was designed to provide "experience in planning individual farms according to approved cultural and conservation practices" (AAMU Bulletin, 1974-1976; pp 82-82). During its first five years from 1969 to 1974, the Bachelor of Urban Studies program grew from 13 to 50 students which aided in the establishment of the Master of Community Planning (MCP) degree in 1974/75. Following the (MCP) inception, program recognition was attained in September 1976 under the direction of its then new chairman, James Streeter, an experienced planner from Detroit.

In order to meet the need for professional planning educational programs in the State of Alabama, and in response to the urban challenges of the sixties and seventies, the Bachelor of Science in Urban Studies program curriculum was changed to an Urban Planning Program in 1978/79, making it the State's first and only accredited professional bachelor of science in urban planning program until spring 2005, when Auburn University's program became accredited. The full-time faculty in the two planning programs was expanded to six in 1982, four of whom had previous planner-in-charge responsibilities. A student organization, the Urban Planning Association (UPA), was established to provide an impetus for a state student chapter of the American Planning Association (APA). An Alumni Advisory Association was also established from among the more than 50 successful program graduates.

During the late seventies, the research and technical assistance efforts of faculty resulted in significant funded research activities and the establishment of the Center for Urban and Rural Research (CURR) under Dr. Earl N.M. Gooding in 1979. All of these efforts increased student exposure to both basic and applied research as well as practical planning experiences.

In 1993, the planning faculty and the Center for Urban & Rural Research moved into expanded new offices and supporting space in a new University building – James I. Dawson Cooperative Extension Building - along with the Dean's office and the Department of Agribusiness. Classes continued to be taught in the Carver Complex South (CCS) where the Department's Planning Studio is located and in other nearby buildings.

The emphasis chosen by the Department at inception of its planning programs was the education and training of future professional planners especially African Americans. The Programs have maintained this original focus of training students to enter the planning profession by providing a broad and comprehensive planning education. The Programs' history and orientation have evolved through the years to the present emphasis on quality planning education, basic and applied research, and public service to address local, state, national and global development issues and problems.

Some important events in the over forty-year history of the Department's planning programs are highlighted below:



- 1970 Lionel L. Crump, Sr. appointed Chair of the Department
- 1975 1977 Donald E. Outland appointed Chairperson of the Department
- 1979 Center for Urban & Rural Research (CURR) established by the University  
Constance J. Wilson joined the Department faculty  
Earl N.M. Gooding joined the Department faculty and heads CURR
- 1980 Arthur E. Holmes joined the Department faculty
- 1986 Initial accreditation of Bachelor of Science Urban Planning (BSUP) program by the Planning Accreditation Board of the American Institute of Certified Planners (AICP) and the Association of Collegiate Schools of Planning (ACSP)
- 1988 Constance J. Wilson appointed interim Chairperson of the Department  
CURR published Alabama Demographic View Volume 1
- 1990 Master of Planning & International Economic Development (MPIED) program established
- 1991 Chukudi Izeogu appointed visiting Associate Professor; BSUP program re-accredited by PAB
- 1992 Joseph A. Lee on study leave to pursue a Ph.D. degree in Urban & Regional Planning.  
Alabama Urban Review: The Origin of Urban Alabama published.
- 1993 Faculty offices and CURR moved into new offices in the new James I. Dawson, Cooperative Extension building.  
Classes continue to be taught in the same nearby building as they have for the last two decades.
- 1994 Alabama Urban Review: Preparing for 2000 published.
- 1995 Joseph A. Lee returned from study leave.
- 1996 Linda D. Keys, Ph.D. appointed Chairperson of the Department.  
Alabama Demographic View (poster version) published.
- 1998 Linda D. Keys, Ph.D. resigned and Chukudi Izeogu, Ph.D. appointed Interim Chairperson.
- 1999 Chukudi V. Izeogu, Ph.D. appointed substantive Chairperson of the Department.
- 2011 In August, 2011, the name of the Department was changed from Community Planning and Urban Studies to Community and Regional Planning in the process of the University's re-organization of academic programs into four colleges. As a result, the University's Bachelor of Science in General Studies (now Liberal Studies) was placed in the Department for administrative purposes. Dr. Constance J. Wilson and Dr. Berneece Herbert were appointed Program Coordinators of the BS. General Studies program.
- 2012 Dr. Izeogu stepped down as Department Chair and Program Director; Mr. Joseph Lee appointed Interim chair of the department.
- 2014 Drs. Constance Wilson and Earl Gooding retired however, Dr. Wilson remained as a part-time faculty member until fall 2015.
- 2014 Dr. Earl Gooding was granted Professor Emeritus status.
- 2014 Dr. Joyce Ann Pressley, Ph.D. was appointed as an Assistant Professor in the Department.  
Dr. Berneece Herbert was promoted to Assistant Professor/Program Coordinator, Liberal Studies & Interdisciplinary Studies Programs.
- 2014 Development of 2015 – 2020 Strategic Plan for the BSUP and MURP programs. In the document, the Department endeavored to fashion a distinct identity as a Land Grant Historically Black University. In this context, it articulated its strategic goals to correspond to its faculty capabilities and interests within its urban and regional location, academic location in the College of Agriculture Life and Natural Sciences (CALNS), projected student needs, and vision for planning education.
- 2015 Dr. Berneece Herbert was appointed Interim Chair & Program Coordinator of Department.
- 2016 Observation of the 40<sup>th</sup> anniversary of the recognition of the undergraduate and graduate Urban Planning programs. This juncture provided an opportunity for re-examination of "who we are" past memories and the impacts of the program locally, nationally and internationally.
- 2016 Dr., Izeogu retired and became Professor Emeritus. He remains a part of the faculty teaching core MURP classes and electives in the Housing Specialty.

In the 40 years plus years of its existence, the Department has witnessed significant growth and improvement in various spheres of its teaching, research and outreach activities. The faculty has endeavored to create a student centered teaching and community-based research and outreach environment, which embraces and uses emerging technology to produce

practitioners, researchers, scholars, and decision-makers, who are intellectually and technically prepared to confront opportunities and challenges and facing urban areas in the 21<sup>st</sup> century. Since its inception to date, faculty members have performed numerous funded and non-funded research and outreach assignments, served on various committees within the Huntsville Metro Area, the state of Alabama and on national committees and teams. The Department has engaged with the local community using practicing planners as instructors, student intern supervisors, mentors for students, workshop and seminar series participants and advisors to the curriculum committee.

AAMU's distinct designation as an HBCU undergirds DCRP's declared intent to prepare students to become civic-minded, competent, and innovative planning professionals who uphold the ideals of social justice and equity in human settlements. We believe in the transformative power of collaborative efforts in teaching, research and outreach to advance society and the intrinsic value of well-educated and ethical professionals to help attain those ideals. It is our intent to make known and use as integrative and progressive tools the program's unique heritage as an HBCU and an 1871 Morrill Land Grant University that has a long experience of planning service to underserved communities and regions in the Southern US. While cognizant of our history and heritage this program works locally, regionally and globally to prepare practitioners who are mindful of the planning issues and challenges that emanate from the dynamics of the 'New South' which advocates for advancements in education, diversified economic growth, racial harmony and promotes building healthy sustainable and livable communities throughout the Southern United States.

As of the 2016-17 academic year, 306 students have graduated from the BSUP program. Graduates are making significant contributions as planners for local, sub-state, state, and federal agencies throughout the world. Some graduates work with private consulting firms, research and development agencies, as well as international business organizations. Many of these graduates work in planning and related fields across the country and overseas in Africa, the Caribbean and the Middle East. Alumni from both programs are making impacts locally and nationally in their areas of work as transportation planners, housing and community development professionals and as planning professionals.

### PART III – ACCREDITATION STANDARDS AND CRITERIA

#### STANDARD 1 – MISSION AND STRATEGIC PLAN

**The Program or the Department in which it resides shall have a clearly defined mission supported by goals and measurable objectives appropriate to the profession of planning. The Program shall have a strategic plan for achieving its goals and objectives – either as a free-standing plan or as part of a broader departmental strategic plan – and must be able to demonstrate progress toward their attainment.**

DCRP's 2015 – 2020 Strategic Plan provides a clear mission, along with five aspirational goals and objectives for the MURP program, designed to enable the program to be the premier graduate urban and regional planning program in the state of Alabama providing a superior planning education to create professionals with distinctive technical competence as practitioners, researchers and leaders committed to creating equitable, resilient, healthy and sustainable communities. From the Strategic Plan, an annual plan with specific activities to be implemented is developed. (See page 1, PART IV.C.). At the end of each academic year, through individual work plans, faculty member indicate progress and attainment of these initiatives to demonstrate progress towards the Program's goals and objectives. Annual assessments for progress evaluation and development of actions for improvement are then prepared and submitted to the office of Institutional Research for review.

**A. Strategic plan:** The strategic plan must address the Program's vision; its definition of mission fulfillment; the elements identified as necessary to carry out the plan (including financial resources); the process by which the strategic plan is developed, refreshed, and disseminated; and a method for evaluating progress and making improvements. Programs must document participation in plan development by faculty, students, alumni, and practitioners. It is suggested that practitioners include a broad spectrum of the profession who can be resources for the Program during plan development and implementation.

In the Fall of 2014, DCRP completed a comprehensive revision and update of its 2015 – 2020 Strategic Plan through a transparent and inclusive process involving formal and informal consultation with our key constituents (students, faculty, alumni, city and other local planning officials). The resulting Plan expresses our aspirations for the Planning programs offered at Alabama A&M University (AAMU) to meet 21st century challenges and beyond. Our focus is on the demands of adequately educating and training young professionals, particularly minorities, to address intricate and unprecedented issues and opportunities of equity and justice, empowerment, healthy communities and sustainability in a rapidly changing global, scientific and technological environment. The Plan consists of strategies and initiatives to provide students with opportunities for hands-on, technology enhanced learning within the physical and cultural context of the Huntsville Metro region which serves as a laboratory for the program. The goals and objectives are reviewed regularly to ensure that they remain consistent with the mission of the University and relevant to the field. In spring 2017, the goal statements were amended to better implement the mission of the BSUP program. The Plan is available to the public via our department's web page.

**B. Mission statement:** The Program shall have a clear and concise mission statement that expresses the Program's core values and fundamental purpose and role in training professional planners. The mission statement summarizes why the Program exists and the needs that it seeks to fulfill.

**BSUP Mission Statement:** DCRP envisions a premier undergraduate planning program designed to impart sound foundational knowledge and market based skills and values needed to support graduates proficient in promoting and advocating for equitable principles and processes that guide and shape the natural and built environment. DCRP envisions an integrated learning, research and service-oriented undergraduate program that expands the imagination, cultivates lifelong learning, encourages service to humanity, and promotes respect for diversity in a global community. DCRP envisions a program that assists in the development of a community, public policy and planning centered individual who

- i) is knowledgeable about human settlement; ii) holds a progressive view of human development in a global context; and iii) has developed the skill of life-long learning.

**C. Program goals:** The goals shall identify the Program's future aspirations in the context of its mission and that of the University. Goals must be meaningful in the sense that they aim toward excellence beyond that which may already exist, while taking into account the particular characteristics of a Program, including its opportunities and constraints. Goals must be inclusively developed with participation of members of the Program's community.

The goals and objectives of the BSUP program were revamped to better support the University's three fold mission of teaching, research and service and to reflect the University's history and institutional setting as well as the distinct characteristics of the University's geographical location and market area. The goals of BSUP program are aimed at fully delivering the required PAB curriculum components through 126 credit hours of courses while promoting a strong student-centered and experiential-learning environment that focuses on the advancement of student achievement and success in a new high tech global environment.

**BSUP Program Goals:**

1. Create and implement a state-of-the-art, technology-enhanced student-centered environment that provides high quality instruction and promotes critical skills for students' personal, academic and professional preparation for graduate studies and/or future labor force of the new millennium;
2. Prepare entry level professionals with a unique balance of technical, theoretical, and strategic tools and broad-based interdisciplinary planning knowledge needed to propose innovative solutions for communities;
3. Strengthen the program recruitment and advisement process to ensure a high level of competent and knowledgeable graduates who can successfully leverage their knowledge and skills to make significant contribution to the Planning profession.

**D. Measurable objectives:** Each goal must have concrete objectives for goal attainment. The objectives should be measurable and framed in a way that can be easily evaluated by PAB and the Site Visit Team.

***Goal 1: Create and implement a state-of-the-art, technology-enhanced student-centered environment that provides high quality instruction and promotes critical skills for students' personal, academic and professional preparation for graduate studies and future labor force of the new millennium.***

**Measurable Objectives:**

- i. Foster a strong sense of community among students, alumni, and faculty
- ii. Develop a learner-centered model focused on enhancing real-life skills, such as collaboration, higher-order thinking, and problem-solving.
- iii. Identify and fund annual local and regional pedagogical training opportunities for all faculty to increase teaching effectiveness for high quality instruction, and student engagement and achievement.
- iv. Expand internship and volunteer opportunities to expose students to science, technology, engineering, agriculture, art, and math (STEAM) learning to fully integrate a transdisciplinary problem solving approach to real world challenges.
- v. Expand capacity and upgrade Smart Classroom to use technology-enhanced learning to complement strong instruction.

***Goal 2: Prepare entry level professionals with a unique balance of technical, theoretical, and strategic tools and broad-based interdisciplinary planning knowledge needed to propose innovative solutions for communities.***

**Measurable Objectives:**

- i. Create joint interdisciplinary minors/concentrations in areas such as geography, economics, political science, sociology, civil engineering, environmental studies, entrepreneurship and real estate.
- ii. Revamp selected core course syllabi to support inter-related policy/planning themes of social justice, sustainability and community engagement.

- iii. Expand capacity and upgrade Smart Classroom to support the use of drone technology and GIS to integrate spatial and non-spatial data for strategic decision making
- iv. Train students to collaborate and work in teams on the development of professional plans and documents that will serve as guides for growth and development in cities and regions

**Goal 3: Strengthen the program recruitment and advisement process to ensure a high level of competent and knowledgeable graduates who can successfully leverage their knowledge and skills to** make significant contribution to the Planning profession

**Measureable Objectives:**

- i. Partner with selected high schools and community colleges to create a direct pipeline of students.
- ii. Work with the Office of Admissions to have a concurrent enrollment of high school students annually in online/dual credit courses.
- iii. Cultivate a relationship with University College to strengthen the advisement process to increase freshman first year retention rate.
- iv. Expand pool of scholarship funds for students.
- v. Strengthen the cadre of advisors trained to work particularly with freshmen, transfer and international students.

## **STANDARD 2 - STUDENTS**

**The Program shall attract a sufficient number of well-qualified students from diverse backgrounds and shall adequately prepare, support, and advise these students to pursue and contribute successfully to the field of urban and regional planning. Accordingly, the Program shall demonstrate that its students upon graduation possess the knowledge, skills, and values that will enable them to secure professional employment, to perform effectively as planners, and to participate meaningfully in the planning profession. Because students will join an increasingly diverse workforce, and work in diverse communities affected by global pressures, the student body should be diverse. The approach to diversity should reflect the Program's intended scope (e.g., local, regional, national, international). The Program should strive to attract a student population, particularly from groups historically lacking access to, and under-represented in, higher education, as well as representative of the type of mixtures of ethnic, racial, and economic groups to be found in the settings where planners often practice.**

The Department of Community and Regional Planning (DCRP) strives to attract and maintain high standards in its student body. This is accomplished through a flexible admission decision making process that is supportive of the non-traditional student and students requiring additional faculty resources to enhance their success.

Entrance into the BSUP program at Alabama A&M University is guided by the admission policies of the University which are designed to accommodate students with diverse educational backgrounds and goals. For unconditional admission, students must have earned an ACT or SAT score of at least 18 or 940, respectively, or have a Composite Predictive Index (CPI) score of 18 or higher. The CPI score is a combination of the high school grade point average (GPA) and ACT/SAT scores. However, the University has established a plan to ensure that a limited number of underprepared students with potential, who apply for admission, are accepted and included in the student body. These students are admitted on a conditional basis and have one semester to remove the "conditional" status.

**A. Student quality:** The Program shall admit students whose educational attainment, previous academic performance, work experience, aptitude, maturity, and motivation indicate potential for success in their studies and in professional practice. Toward that end, the Program shall establish admission standards that reflect the institution's policies and the Program's goals, and the Program shall apply those standards fairly and consistently. The Program shall document its admission standards and the extent to which its current students meet or exceed those standards.

As a center of excellence, the University is dedicated to providing a student-centered educational environment for the emergence of scholars, scientist, leaders and critical thinkers, who are equipped to excel through their contributions and

leadership in the 21st century national and global society. The BSUP program builds upon this mission, admitting and effectively educating students with the appropriate knowledge, technical skills and values to enable them to secure entry level planning positions or to become future graduate students. The program strives to attract students particularly from underrepresented communities that historically have lacked opportunities to pursue higher education. The field of planning is diverse but the population of professional planners does not reflect this diversity. The BSUP Program has the distinction of preparing a strong cadre of planners of color who have unique and distinctive roles to further support the diversity of goals of the profession.

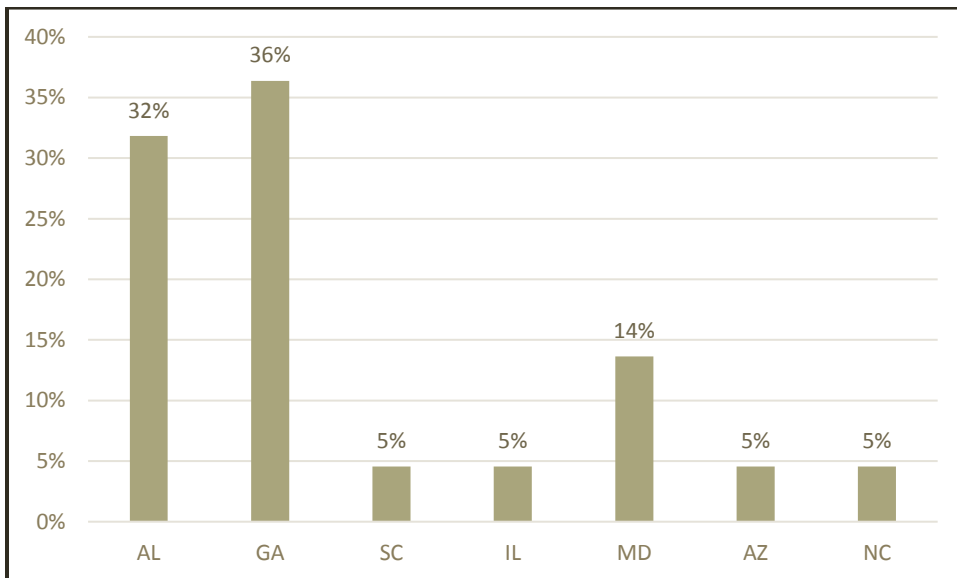
The table below shows the average ACT and SAT scores for incoming students by academic year. The data shows that students accepted into the BSUP program generally met the minimum requirements of entrance into the University. Average SAT scores for all of the academic years (except 2011-2012) were higher than the required 940 for minimum entry.

Academic Year	Average ACT Score	Average SAT Score
2011-12	18	930
2012-13	17	1210
2013-14	17	NA
2014-15	18	1190
2015-16	16	1420
2016-17	20	1203

Source: AAMU's Office of Institutional Research, July 2017

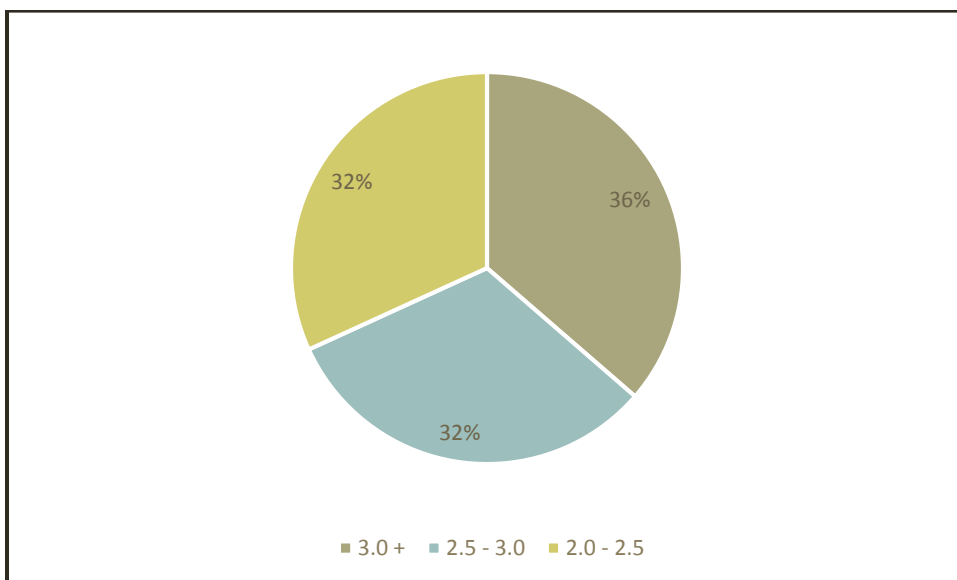
**B. Student diversity:** The Program shall adopt appropriate recruitment and retention strategies, including curricular strategies, to achieve its aspirations for a diverse student body, and shall document actual progress in implementing those strategies. The Program shall foster a climate of inclusivity that appreciates and celebrates cultural difference through its recruitment and retention of students. Students shall possess, in the aggregate, characteristics of diversity (e.g., racial and ethnic background) that reflect the practice settings where graduates work or where professional needs exist in the Program's region of recruitment and placement. Notwithstanding, the demographic mix is not a static concept, and all planning programs should seek to be in the forefront of a diverse society.

The Department has maintained diversity among the BSUP student population. This diversity is reflected in the geographic distribution of the home towns of the students as shown in the figure below. Students' diverse cultural backgrounds bring multi-dimensional perspectives to classroom discussions, thus allowing the interdisciplinary nature of planning to be explored. There were 30 students in the BSUP program in the 2016 – 2017 academic year. The majority of these students have hometowns in the southeast United States, primarily in Georgia (36%), Alabama (32%) and from North and South Carolina (10%).



**Figure III.i: State of Origin of BSUP Students**

The majority of the 2016 – 2017 BSUP students (36%) have GPA's above 3.0 with 32% with GPAs between 2.5 and 3.0 and 2.0 and 2.5.



**Figure III.ii: Percent of Students with GPAs in different categories**

**C. Size of student body:** The number of students enrolled in the Program shall be sufficient to constitute a community of inquiry that fosters each student's educational and professional development. Graduate programs shall have a student body of 20 or more full-time equivalent (FTE) students. Similarly, undergraduate programs shall have a total of 20 or more FTE students in their third and fourth years of study. (One part-time student equates to 0.5 full-time equivalent).

The table below shows student enrollment data by program from fall 2011 through spring 2017. The data shows that with the exception of spring 2015, the BSUP program maintained a student body of 20 or more students.

**Students enrolled by Semester, fall 2011 – spring 2017**

Semester	Graduate	Undergraduate	Total
Fall 2011	25	29	54
Spring 2012	24	27	51
Fall 2012	25	26	51
Spring 2013	26	26	52
Fall 2013	36	30	66
Spring 2014	42	26	68
Fall 2014	46	27	73
Spring 2015	29	15	44
Fall 2015	35	22	57
Spring 2016	34	26	60
Fall 2016	41	24	65
Spring 2017	43	30	78

Source: AAMU's Office of Institutional Research, June 2017

**D. Student advising, services, and support:** The Program shall provide students with competent academic advising, progress appraisal, and career guidance, as well as access within the institution to any personal counseling that students might need. Furthermore, the Program or its institution shall provide students with career services that assist students in securing suitable internships and jobs. The Program shall also support its students by providing them with financial aid opportunities that are sufficient in number and amount to achieve the Program's aspirations for a well-qualified and diverse student body. The Program shall publish its criteria for the allocation of such financial aid.

The Department provides student academic advising and support through a series of "intentional interactions" that synthesizes and contextualizes students' educational experiences within the frameworks of their aspirations, abilities and lives to inspire learning from the curriculum and beyond campus boundaries. The Department works in conjunction with a very comprehensive and broad based system of student support provided by Alabama A&M University. New students are initially advised by the **Academic Advising Center** in conjunction with the Department. The Center coordinates the New Student Orientation Program. In addition, through Student Orientation and Registration, (SOAR), Operation Transition and the Survival Skills for University Life courses (ORI 101 & 102), students are provided with opportunities to explore their career options and become familiar with the requirements for their chosen majors as well as the general policies of the university. In the Department, each student is assigned an advisor who is responsible in assisting the student in matriculating through the program. Advising at this level uses the Degree Works software. This is a web based tool to help students and advisors monitor student's progress toward degree completion. The advisor, using the software, assist the students to create a degree audit which is an easy-to-read view of a student's requirements for their program of study. The audit in conjunction with the BSUP program requirements, is a checklist for the degree. BSUP students participate in **The Freshman Academy**, whose mission is to provide freshman and freshman transfer students with the academic support services necessary to successfully transition into post-secondary studies and to persist towards graduation, by ensuring that they have a solid foundation in academic responsibility and college preparedness. The Academy ensures matriculation from one class level to the next through appropriate academic advisement and course placement; improves academic pursuits through the use of tutorial assistance; enhance social engagement through interactions with faculty, staff and peer mentors; assist students with 31 or more credit hours with academic/financial aid probationary matters. In addition to academic advising, students have access to the Tutorial Assistant Network and Service and Learning Communities & Volunteerism services. The Department also partners with the **Office of Retention and Academic Support (ORAS)** to provide comprehensive academic support services to assist students to achieve academic success and to help them to become independent, lifelong learners. Intrusive academic intervention is an integral part of the service provided, enhancing overall student academic and social development designed to assist students in becoming successfully acclimated to the university. **The University Honors Center** program offers an exciting and unique experience for BSUP students who have GPAs of 3.0 and above. The Honors Program also offers honors courses



in English, History and Economics in a small, yet intellectually stimulating environment. The Program provides excellent academic advising as well as professional development and guidance for future educational and career advancement. To enhance the academic portion of the program, students are also responsible for completing fifty (50) hours of community service and attend three (3) cultural events each semester.

In addition, the College recently established a Center for Academic Student Engagement and Success (CASES), a connect center for increasing students social and intellectual engagement. The newly instituted Connect Center is a space for students where multiple services are provided, in order to “connect” students to various departments that are crucial to life on “The Hill”. During the fall 2016 semester, CASES averaged 183 visits per month. In the fall of 2017, CASES will offer services in the following areas: Career Development, Health and Counseling, Tutorial Assistance, and Academic Advising.

**E. Student engagement in the profession:** The Program shall provide opportunities for student engagement in the profession, including but not limited to participation in a planning student organization affiliated with the Program, in the local chapter of the American Planning Association, in other professional societies and activities, and in work, internships, community-based planning activities, or project experiences that develop their skills as planners. The Program shall also promote socialization into the planning profession by encouraging students to attend APA’s planning conferences and other events in which students might interact with professional planners from a variety of backgrounds.

**Students are provided with numerous opportunities for engagement in the profession:**

- 60% of the student body participates in the student-lead Urban Planning Association (UPA);
- UPA organizes or participates in a minimum of one community service activity per semester;
- UPA organizes student orientation sessions every semester to familiarize students with policies, programs and procedures;
- UPA hosts at least one professional development brown bag per semester;
- DCRP hosts two symposia during the academic year – the fall Homecoming Symposium & the Future of the City Symposium held in the spring. Both are designed as engagement opportunities for students with alumni, other professional planners, and professionals in allied fields and with the general public interested in issues pertinent to the field of Planning;
- 80% of the students participate in an internship at local, state and federal agencies eg USDA-NRCS, TARCOG, City of Huntsville, FHA;
- All students through the Graphics & Site Design and Comprehensive Planning workshops participate on at least two client-based and/or community based project each year;
- Students are encouraged to become members of APA; an average of 60% are members;
- An average of 15 students attend the annual APA conference eg 12 students attended the NPC in New York in 2017 and 16 in Phoenix in 2016;
- 95% of the students that attend the National Planning Conferences volunteer at the event and gain invaluable opportunities to network;
- Students are encouraged to join APA Divisions based on their areas of interests and are especially encouraged to join the Planning and the Black Division;
- DCRP developed a mentorship program with alumni and 50% of the student have professional mentors;
- Students attend the local APA chapter conferences and participate in the student competition – a BSUP student won the best poster competition in 2015;
- DCRP holds an annual open house to enable students to interact with professionals; and
- Students volunteer at a number of civic events and agencies, eg Comprehensive Planning Initiative (2015-2017); City of Huntsville Annual Housing Fair; Normal National Register Historic District Association Tours; One-Table Thanksgiving event; City of Huntsville Housing Fair; AAMU Community Development Corporation; City of Huntsville Transportation, GIS and Community Development Departments; and Top of Alabama Regional Council of Governments.

### STANDARD 3 – FACULTY

**The Program shall employ a sufficient number of high quality, productive, and engaged faculty members to permit the achievement of program goals and objectives.**

Overall, DCRP faculty has been of sufficient in size, quality and productivity to effectively accomplish the program's goals and objectives, to support the students through advising and other functions, to administer the program, and to teach the curriculum. During this assessment period, the Department had a total of 11 faculty members (including adjuncts and contract/non-tenured faculty) working in the BSUP and MURP programs (See Table 5C, page 9). As shown by the table below, however over the past four academic years, DCRP has lost 7 of these individuals, resulting in two full time individuals and four adjuncts/contract faculty (Dr. Izeogu who resigned became an adjunct faculty) for the beginning of the academic 2016-2017 year. This is the only period that the Department's size was less than the requirement, however, the six faculty were able to successfully deliver the all of the requirements of both programs. With effective strategic planning, all classes were taught with the appropriate instructors, faculty and students participated in a variety of conferences, and in several outreach, hands-on, experiential and service learning activities. In the fall 2017, the Department will have an additional two full time faculty members. These individuals have been offered and have accepted assistant professor positions to begin August 15, 2017.

**A. Faculty quality:** The faculty of the Program shall be appropriately qualified to serve the Program's mission and shall be capable of executing the Program's goals and objectives, particularly as they pertain to teaching, research, and service. The Program shall employ faculty with the focus, commitment, teaching ability, and qualifications in planning sufficient to prepare graduates to enter professional planning practice in diverse occupational and institutional settings.

#### GUIDELINES

1. The faculty will include a mixture of individuals with backgrounds in planning scholarship and planning practice.
2. Regular, full-time faculty members have educational and professional backgrounds appropriate for the program level, with a relevant mix of credentials (i.e., accredited degrees in planning, significant experience in planning, PhDs in planning, degrees and experience in related fields, and AICP membership).
3. Regular, full-time faculty members have the educational background and competencies to teach core courses and an area of specialization (if offered by the Program), and to carry out the major share of teaching, research, and service based on the mission and goals.
4. Adjuncts, lecturers, and guest speakers include individuals with the professional involvement and status to effectively add perspectives from the planning practice and other related specialties.
5. Adjunct faculty members should complement the teaching competencies of the full-time faculty based on educational and professional backgrounds, experience in the planning field, and AICP membership.

The quality of the program's teaching function is determined to a large extent by faculty qualification, professional planning experiences and respective areas of expertise gained through research and practice. As faculty resumes show in Part IVB, the faculty is fully qualified to serve the program's mission and to execute its goals and objectives. The table below shows faculty key areas of expertise and years of experience.

Between 2012 and 2017, the Department was staffed by a total of 11 faculty members, including Joseph Lee and Donald Outland and Drs. Teshome Gabre, Earl Gooding, Bernece Herbert, Chukudi Izeogu, Jacob Oluwoye, Joyce Ann Pressley, Constance Wilson, James Moore and Russell Fricano. These individuals possessed degrees in Urban Planning, Architecture, Transportation Planning, Natural Resource Management and Public Policy. They served the three-fold function of teaching, research, extension and other public service with expertise in land use and comprehensive planning, site planning and urban design, housing and community development; sustainable development, environmental planning, international economic development. These areas were analyzed through the lenses of equity and social justice, ethics, resilience and diversity, civic engagement and participation. The curriculum is primarily taught by permanent faculty. As much as possible, faculty

course assignment is based on a number of factors, mainly terminal degree area of specialization, general academic interest, and experience in the particular subject area in addition to years of teaching particular courses in the Program. The core courses are taught by several members of the faculty, while the specialization courses are assigned to faculty based on academic interest (teaching and research) and expertise.

**B. Faculty diversity:** The Program shall foster a climate of inclusivity that appreciates and celebrates cultural differences through its recruitment and retention of faculty members. Faculty shall possess, in the aggregate, characteristics of diversity (e.g., racial and ethnic background) that reflect the practice settings where graduates work or where professional needs exist in the Program's region of recruitment and placement. Notwithstanding, the demographic mix is not a static concept, and all planning programs should seek to be in the forefront of a diverse society.

**GUIDELINES**

1. Full-time faculty members demonstrate diversity with respect to age, race, ethnicity, gender, and state or country of origin.
2. Full-time faculty members demonstrate diversity through their degrees being earned from a variety of universities, ability to conduct research in a variety of ways, and range of specialized knowledge covering program content.
3. Policies and procedures are in place and followed to further equal employment opportunities.
4. Adjuncts, lecturers, and guest speakers enhance the diversity of expertise, professional experiences, race/ethnicity, and gender.
5. Programs collect data which makes tracking of diversity issues in faculty recruitment and retention possible.

Characteristics of faculty members demonstrate diversity particularly with respect to gender, and state or country of origin. Of the 11 faculty that served the department during the accreditation period, 27% were female and 73% male; 37% were Alabamians and 18% from other US States with 18% from the Caribbean and 27% from Africa.

In terms of age, race, ethnicity, the Department is currently not as diverse – 90% of the faculty members were over 60 years of age, all but one male were Black and non-Hispanic. With the anticipated addition of Drs. Jordin Yin and Emily Erickson in the fall of 2017, faculty diversity in terms of race, gender and ethnicity is expected to change. Dr. Yin is male and Hispanic and is under the age of 60 and Dr. Erickson is a white Caucasian female in her early thirties.

The Department will continue to seek to assure that the composition of the Program's faculty and staff is diverse and includes this as a goal of its recruitment efforts. The Department along with Human Resources collect data to track diversity issues in the recruitment of faculty.

Table 5E along with the Summary of MURP & BSUP Planning Expertise and Experience (pages 30-34 in Part VI.C show that faculty members demonstrate diversity through their degrees being earned from a variety of universities, and demonstrate their ability to conduct research in a variety of ways, and range of specialized knowledge to effectively cover the program content.

Policies and procedures are in place and followed to further equal employment opportunities. Alabama A&M University is an equal opportunity/affirmative action/Title IX employer. Alabama A&M University's commitment to inclusiveness stated in the Institution's Core Values and published in the University's catalog states that "Alabama A&M University is committed to equal opportunity in employment and education. AAMU does not discriminate in any program or activity on the basis of race, color, religion, sex, age or national origin, or against any qualified individual with a disability". Furthermore, it is the policy and practice of the University to prevent disparate effects of discrimination on all phases of academic activity such as recruitment, admission, awarding of financial aid, instruction, and grading and placement assistance. AAMU is committed to an educational and work environment in which all individuals are treated with respect and dignity.

**C. Faculty size:** The faculty shall be of a sufficient size to accomplish the Program's mission and goals, administer the program, and teach the curriculum. The Program shall have a faculty of such size that the full-time faculty are able to teach the core curriculum and direct all areas of specialization.

**GUIDELINES**

1. As a general rule, the Program should have a minimum of 5 full-time or equivalent of 5 full-time faculty members.
2. As a general rule, the Program should have no greater than a 15/1 ratio of undergraduate student FTE to instructional faculty FTE, and a 10/1 ratio of graduate student FTE to instructional faculty FTE.

The two planning programs at Alabama A&M University (B.S. in Urban Planning and Master of Urban and Regional Planning) are currently supported by six faculty members. Drs. Oluwoye and Herbert are the two full time planning faculty teaching core courses as well as in specialty areas of transportation and international development, respectively. Dr. Joyce Ann Pressley joined the department in 2014. Her background in academia and planning practice enables her to effectively teach core courses such as Planning Theory & History, Professional Practice as well as coordinating the Environmental Specialty tract. These faculty are supported by two Emeritus professors – Chukudi Izeogu and Earl Gooding. Dr. Izeogu's focus is on housing economics while Dr. Gooding functions in the capacity as advisor. James Moore serves as an adjunct, focusing on the Bachelor's program.

Over the past four years, four faculty have retired, however, the University is committed to rebuilding the program and the expectation is that a full chair along with two new assistant professors would be added to the current faculty complement by fall 2017. At this point, the current faculty, particularly over the past academic year have taken on extra duties and responsibilities as they are dedicated to effectively and efficiently teaching and advising the students while successfully fulfilling the programs' missions and goals.

With a BSUP teaching FTE of 2.98 for the 2016 – 2016 academic year, the overall ratio of student to instructor was 10.06/1 which falls in line with the PAB requirements.

**D. Engagement with students:** The faculty shall be engaged with students beyond the classroom as mentors, advisors, and/or committee members or committee chairs on thesis, reports and dissertations. Faculty shall provide career advice and assist in job placement in ways that coordinate appropriately with the efforts of staff and academic professionals.

**GUIDELINES**

1. Faculty members work directly with students on projects and research outside of classroom time.
2. Faculty members advise students beyond or in place of professional staff in a student's course of study.
3. Faculty members participate as committee chairs or members in individual student work.

Faculty are engaged with the students outside of the classroom to develop posters and oral presentation of research projects at local, regional and national conferences. Below are some examples:

- *Poster: Educating the Community on the Impacts of Water Management and Climate Change In Henry County, Georgia* by Gewel Richardson - 3rd place winner in her category, EPA's 2016 Region IV Global Environmental Youth Symposium; Advisor – B. Herbert
- *Poster: High School Location, Drop-Out Rates and the Presence of Food Deserts in Huntsville Alabama* by Dwight Tigner, Winner, Student Competition, AL/MS Joint APA Conference, Perdido Beach, October 2015; Advisor – B. Herbert

- Poster: *Meteorological Factors of Black Carbon in the Urban Atmosphere, Beijing, China – Nanjing, China* by Giavani Smith. EPA's 2016 Region IV Global Environmental Youth Symposium; Advisor – B. Herbert
- 2016 Homecoming Symposium Panel Discussion by Mario Dofat, Gewel Richardson & Jeran Herbert,
- Conference attendance: Isaiah Smith, Michaela Spenser & Wilnatta Wardsworth, Jeran Herbert, Marley Hicks, AL/MS Joint APA Conference, Perdido Beach, October 2015; Advisor – B. Herbert
- Donald Morgan presented at the Alabama Academy of Sciences, February 2014

Faculty members participate as supervisors of students' senior projects as evidenced by the table below:

Title (Senior Projects)	Student	Completion Date	Advisor
Educating the Community on the Impacts of Water Management and Climate Change In Henry County, Georgia	Gewel Richardson	Spring 2017	Herbert
Meteorological Factors of Black Carbon in the Urban Atmosphere, Beijing, China – Nanjing, China	Giavani Smith	Fall 2016	Herbert
Dream Catcher – Smart City Design Report	Anqi Chen	Spring 2017	Pressley
High School Dropout Rates in Alabama and their Relationship to Income and Poverty	Arthur Cashwell	Fall 2016	Gabre
Affordable Housing Fixing the Issues of Public Housing: Comparison of Pruitt-Igoe projects and North Sarah Apartments of St. Louis, MO	Andrew Ragsdale	Fall 2015	Gabre
Process Issues in the Department of Transportation DBE Programs	Dwight Tigner	Fall 2014	Herbert
Analysis of Current and Future Water Supply and Demand for Madison County	Evans Hunt	Fall 2014	Gabre
Comparative Analysis of Agricultural Systems in North Carolina and Jiangsu Province	Jeran Herbert	Fall 2016	Gabre

**E. Research and scholarship:** Faculty will engage in research, scholarship, and/or outreach reflective of the stage of their careers and the mission and expectations of the University.

**GUIDELINES**

1. Faculty produce theoretical and/or applied research and scholarship relevant to the profession and disseminated through appropriate journals or other publications.
2. Faculty teaching and administrative assignments allow sufficient opportunity to pursue research and scholarly achievements.
3. Faculty scholarly activities are reviewed and recognized by faculty peers.
4. Faculty participate in conferences and other venues as outlets for their research efforts.

Alabama A&M University located in Normal Alabama, is a small, historically black, student-friendly, community-focused institution, with teaching, research and public service as its trifold mission. DCRP has begun to embrace and adopt a more comprehensive and sustainable approach to civic engagement through enhanced and engaged research and scholarship as a part of fulfilling the mission of Alabama A&M University. Through interdisciplinary, collaborative, and community-based research, DCRP is promoting engaged scholarship as a key component of a larger civic engagement agenda. The concept is to coalesce the energy, intellect and skill of faculty members in the Department as well as across the College of Agricultural, Life and Natural Sciences towards creating a group of educators and researchers able to create real change at the community level to help build healthy, livable, equitable and sustainable spaces. The focus is particularly in the Southeast US and in the Huntsville Alabama Metro region, a unique space of high technology, southern hospitality with a cosmopolitan energy with a committed to green and sustainable living. An example of this is the coalescing around food systems planning and the food environment. Research and scholarship in this arena has included:

### Capacity Building Grants

- 2010 – 2012: Community Planning Approaches to Strengthening Global and Local Food Systems Security. USDA 1890 Capacity Building Grant, C. Izeogu (PI) and Fricano, R (Co-PI)
- 2012 – 2017: Capacity Building for Sustainable Local Food Systems Planning in North Alabama through Science, Technology, Innovation and Synergistic Partnerships. USDA 1890 Capacity Building Grant, Herbert, B (PI), Christian, C (Co-PI) & Izeogu C (Co-PI);
- Social Awareness and Public Acceptance of the Applications of Engineered Nano-scale Materials in the Agri-Food Industry (\$300,000); submitted to the 2016 USDA-NIFA Capacity Building Grant Program. Herbert, B (PI), Kassama, L. (Co-PI), Oluwoye, J (Co-PI), Christian, C. (Co-PI) and Bennett, L. (Co-PI). (Proposal not funded)
- 2017 – 2019 (\$80,034): Marketing and Socioeconomic factors of organic farms: Age as a Predictor of Acceptance of Organic Food Products Alternatives among Metropolitan Population in Alabama. USDA-NIFA, Evans Allen Grant, Oluwoye, J (PI) and Herbert, B. (Co-PI)

### Publications

- HERBERT, B., Christian, C., KASSAMA, L. AND IZEUGU, C. (2017). Food Insecurity and the Food Store Environment in the Southern United States: A Case Study of Alabama Counties, African Journal of Agriculture and Food Security Vol. 5 (4), pp. 193-201, April, 2017
- Ajayi O. A., and OLUWOYE J. O. (2015). Sustainable Street Vended Foods and Food safety: A Conceptual Framework. In press International Journal Food Safety, Nutrition and Public Health.
- Ajayi, O. A., OLUWOYE, J. O. and Williams, L. L. (2014). Policy Options on Reduction of Foodborne Diseases. Journal of Food and Public Health. Vol.4 (6): 266-271.
- HERBERT, B., KASSAMA, L. BABALOLA, O. and Christian, C. Assessing Food Security and Local Food Systems for Healthy, Livable and Sustainable Communities in North Alabama. Built Environment (under review).
- HERBERT, B.S. JOHNSON, N, ROBINSON, R. and BABALOLA, O. (2016). Food Deserts and Access to Health Food of Alabama counties. Journal of Alabama Academy of Science, 87 (1) pp 58 (Abstract Publication)
- WATKINS, X. and HERBERT, B.S. (2014). An Overview of the Use of Nanotechnology in the Agrifood Sector. Journal of the Alabama Academy of Science, 85(2): 118. (Abstract Publication)
- HERBERT, B.S. and WATKINS, X. (2014). Food Insecurity – Fact or Myth in Northern Alabama. Journal of the Alabama Academy of Science, 85(2): 116. (Abstract Publication)

### Conference:

- Hosted 1<sup>st</sup> Annual Conference - Planning for Progress, People & Sustainable Development in a Global Economy
- Theme: *Food Security, Community Health & Food System Sustainability: Connecting the Dots*; June 29 – 30, 2017.
- Keynote Speakers: i) Dr. Ali Mohamed, Division Director, Environmental Systems Division of the Institute of Bioenergy, Climate and Environment, USDA-NIFA, Washington DC; ii) Dr. Earle Chambers, Associate Professor, Department of Family and Social Medicine & Assistant Professor, Department of Epidemiology & Population Health, Einstein College of Medicine, Bronx NY; and iii) Subhashni Raj, Kaufman Fellow Department of Urban and Regional Planning at the University at Buffalo, the State University of New York. Buffalo NY

### Other Efforts

- Team lead reviewer, UDSA Farmers' Market Promotion Program (FMPP), May/June 2016 and May/June 2017.
- Member, FY 2016 (USDA) Federal Plan of Work, Global Food Security Team-, 2015 – Current.

In addition to the research and scholarship on food systems planning, faculty are provided with opportunity to pursue research and scholarly activities that are disseminated through journals and other publications. Faculty members also participate in conferences as outlets of our efforts which are recognized by faculty peers.

### Other selected major publications and presentations:

- Christian, C. S., Ojha, S. K. and B. HERBERT. (2017). Science-oriented and Non Science-oriented High School Student Majors: Do they view the Environment Differently? A Paradigm from North Alabama, USA. International Journal of Environment and Sustainable Development (under review).
- Christian, C. S., Ojha, S. K. and B. HERBERT. (2017). The Perspectives and Experiences of High School Students towards the Environment – The Case of North Alabama. Journal of Education & Social Policy, 3 (6).



- Christian and **HERBERT, B.** (2016). Perceived Socio-economic, Socio-ecological and Socio-cultural Impacts of the Caribbean's Tourism Sector. **Advances in Social Sciences Research Journal**, [S.I.], v. 3, n. 12, Dec. 2016.
- **FRICANO, R. J.** and **GRASS, A.** (2014). Evaluating American Rainwater Harvesting Policy: A Case Study of Three U.S. Cities. *Journal of Sustainable Development*, 7 (6).
- **HERBERT, B., Christian, C., KASSAMA, L., and OLUWOYE, J. (2017).** Quality of Life, Socio-Economic Status and Perceptions of Public Facilities and Services in Small Town America. *International Journal of Development Research*, (accepted for publication)
- **IZEOGU, C. V.** (2014) "The Political Economy of Low and Moderate Income Urban Residential Development: A Case Study of Port Harcourt, Nigeria", Chapter 12 in Elleh, N (2014) *Reading the Architecture of the Underprivileged Class: A Perspective on the Protests and Upheavals in Our Cities*, pp 227-248, Ashgate, Surrey, United Kingdom.
- **HERBERT, B.S.** and Christian, C.S. (2014). Regional Tourism at the Crossroads: Perspectives of Caribbean Tourism Organization's Stakeholders. *Journal of Sustainable Development*, 7(1): 17-32.
- Olasunmbo A. Ajayi, **OLUWOYE, J. O.** and Leonard L. Williams (2015) "Development of Hazard Risk Index of Mortality Caused by Foodborne Pathogens" *Food Protection Trends*, Vol 35, No. 2, p.113–123.
- **OLUWOYE, J.** et al. (2014) "Sustaining Health Systems: Lessons from Empirical Analysis of Geographical Variations of the Dynamics of the Prevalence of HIV/AIDS Disease in the USA, 1987-2006. *European Journal of Sustainable Development*; Vol 3 (1).
- **OLUWOYE, J.** and Curley, M (2014). "Environmentally Sustainable Occupational Exposure to Nanoparticles: A Pilot Study of Prevalence Symptoms and Truck Drivers Exposure to Diesel Ultrafine Particles" *African Journal of Sustainable Development*; Vol 4,
- **OLUWOYE, J., DAIRO, O., HERBERT, B. & Bukeyna, J.** (2016). Assessing the impact of Rural Communities Services, Energy, and Transportation Infrastructure on Agricultural Production Outputs across the Black Belt region: A Conceptual Framework. *International Journal of Interdisciplinary Research and Innovations*. 4(4) pp 14-24.

**Table 3.E. 7-year Summary of Faculty Scholarship**

Faculty Name	Job Title	Number of books Authored or Edited	Number of Refereed Journal Articles	Number of Book Chapters Authored	Number of Extramural Exhibitions	Number of Extramural Awards and Honors	Number of Reports and Monographs	Number of External Contracts and Grants	Dollar Amount of External Contracts and Grants	Number of Extramural Presentations at Conferences
<b>Full-time in Planning Unit (A)</b>										
Berneece Herbert	Assistant Professor		4					5	\$600,000	7
Jacob Oluwoye	Professor		11	1		1	6	3	\$500,000	15
<b>Adjunct/Contract/Non-tenure track ( C )</b>										
Joyce Ann Pressley	Assistant Professor									
Chukudi Izeogu	Professor Emeritus	2	1				2			



**F. Professional involvement and community outreach:** Faculty shall be continuously engaged in activities leading to their professional growth and advancement, the advancement of the profession, and progress toward meeting the needs of the broader community.

**GUIDELINES**

1. Faculty participate in university and professional services.
2. Faculty participate in service to the profession through research and outreach efforts and in support of student activities related to the profession.
3. Faculty demonstrate activity in the profession through participation in national organizations and/or participation in local, state, regional, and national professional conferences, workshops and other sponsored activities including activities of professional planning organizations.
4. Faculty serve the continuing education needs for members of the profession.

DCRP faculty members demonstrate their professional involvement and service to the profession by actively participating in a number of university committees as well as regional and national committees. These include:

- Alabama A&M University's Academic Standards and Curriculum Committee
- Alabama A&M University's Graduate Council
- Graduate Council Policy Review Committee
- Faculty/Staff Search Committee member
- Institutional Animal Care and Use Committee
- CALNS Imagine the Future Capital Campaign
- AAMU Campus Master Planning Committee
- EPSCoR GRSP AAMU Review Panel
- Alabama A&M University Representative – STARS- General Studies Committee
- National American Planning Association & Alabama State Chapter
- The Imaging and Information Society of America
- National Association of African American Studies
- Alabama Transportation Planners Organization
- Institute of Transportation Engineers
- Bicycle Federation of America
- American Congress Surveying and Mapping

Faculty members have been appointed to various professional/national committee membership, editorial boards and as national reviewers. Examples include:

- National American Planning Association Food Systems Planning Interest Group (FIG), 2016 to present
- National American Planning Association (APA) Academic Membership Program Task Force, 2016 – present; chair TF Working Group 1
- National American Planning Association (APA) Diversity Committee, 2017 - present:
- Team Lead Reviewer, USDA Farmers Market Promotion Program, 2016 and 2017
- Editor, Journal of Community Engagement & Scholarship
- Editorial member (Editorial Board) of Journal of Management Studies
- Editorial member (Editorial Board) of the International Research Journal of Public and Environmental Health
- NAAAS Ambassador

**Table 3.F. 7-year Summary of Faculty Professional Involvement**

Faculty Name	Job Title	Number of Plans, Design, and Policy Reports Submitted to External Clients	Number of Extramural Presentations to Agencies, Firms, Universities, and Other Clients	Number of Offices Held and Leadership Positions in Professional Associations and Learned Societies	Number of Offices Held and Memberships on Government or Corporate Boards and Commissions	Number of Editorships and Memberships on Editorial Boards
<b>Full-time in Planning Unit (A)</b>						
Berneece Herbert	Assistant Professor			5		
Jacob Oluwoye	Professor					7
<b>Adjunct/Contract/Non-tenure track ( C )</b>						
Joyce Ann Pressley	Assistant Professor					
Chukudi Izeogu	Professor Emeritus		2			2

**G. Professional development:** Faculty assignments and opportunities shall be such that skills in teaching, research, and other creative activities are sufficiently maintained and developed.

**GUIDELINES**

1. Assignment of duties shall recognize the need for activities that build human capital, such as research, engagement, outreach, and professional leadership.
2. Appropriate mechanisms, such as release time from teaching and sabbaticals, shall exist to enable significant research projects.
3. Adequate resources shall be available to support faculty professional development.

The University has continued to meet the needs of the Department's faculty for scholarly and professional development support through its Professional Development Programs funds (Title III). Activities supported by the University that DCRP faculty have taken advantage of include courses of study leading to the PhD degree, short courses, special workshops or other intensive training based on acceptable proposals. In addition, the University further supports continuing education by allowing faculty members to take up to three credit hours per semester at the University at no cost. In support of the need to maintain a professionally up-to-date and well-informed faculty, the University named a Faculty Development Coordinator and has revised the study leave and sabbatical policies. Based on this revised policy, priority for receiving approval for study and sabbatical leave is given to faculty members from programs that are accredited or seeking accreditation.

Though Title III and Department funds, the majority faculty members who have been with the program from fall 2011 through spring 2017, have been able to attend at least two conferences per year. Some members have presented (or supervised the presentation of students) at conferences such as

- APA, National Planning Conferences, 2011 – 2017
- ACSP Conferences 2011 – 2016
- National Association of African American Studies, Dallas TX, February 13 – 18, 2017
- Seminar: Ensuring Urban Resilience, Come Hell or High Water, the Sabin Center for Climate Change Law, Columbia Law School, New York, September 2016
- Alabama Academy of Sciences, Florence AL, February 17 – 19, 2016
- Alabama – Mississippi Joint APA, Perdido Beach AL Conference, October 7-9, 2015
- Housing Works, Conference, Perdido Beach AL, November 12 – 13, 2015
- EPA Region IV International Environmental Youth Symposium, Atlanta GA, September 8 -9, 2016 (coordinated 7 student presentations)
- Briefings on the SDGs at the United Nations & Organization of American States, New York and Washington DC, March 19 – 23, 2016
- EPA Region IV Global Environmental Symposium, Atlanta GA, October 1 – 2, 2015
- FEMA Emergency Management Institute Independent Study Course: Introduction to Incident Command System ICS-100, May 2012

Drs. Gabre and Herbert presented papers on agricultural land loss and food securing and sustainability at ACSP's 55<sup>th</sup> Annual Conference on Justice and the City: Examining the Past to Create the Future in October 2015. Dr. Herbert was a speaker at the 2015 Alabama Housing Works Conference hosted by the Alabama Alliance to End Homelessness, Collaborative Solutions, Inc., and the Low Income Housing Coalition of Alabama. Dr. Oluwoye and his students presented their research at the 2017 NAAAS Conference while Dr. Pressley supervised one student who did a poster presentation.

Selected training faculty members have attended include:

- Association of Collegiate Schools of Planning Administrators Conference, Reston Virginia, March, 2017

- Fundamentals of Grant Proposal Writing Training, EPA Region IV, Atlanta GA, September 2016
- Grant Writing Workshop (National Institute of Health) hosted by Grant Writers' Seminar and Workshops LLC, Alabama A&M University, February 2014
- Seminar: Ensuring Urban Resilience, Come Hell Or High Water, the Sabin Center for Climate Change Law, Columbia Law School, New York, September 2016
- Briefings on the SDGs at the United Nations & Organization of American States, New York and Washington DC, March, 2016
- FEMA Emergency Management Institute Independent Study Course: Introduction to Incident Command System ICS-100, May 2012

Faculty members have taken advantage of training/workshops held by the Center for Excellence in Teaching and Learning under the division of Academic Affairs. CETL offers workshops, training sessions and webinars that focus on areas such as instructional technologies, customer service, student success, and classroom management. CETL also encourages faculty to use the Go2Knowledge online training. A number of department faculty have received certificates in "Student Motivation: The Key to Improving Retention and Student Success" and "Student Motivation: Increasing Engagement, Persistence and Learning". Faculty have also taken advantage of AAMU's Online Instructor Certification program, attending QEP workshops and webinars sponsored by USDA and other agencies.

#### STANDARD 4 – CURRICULUM AND INSTRUCTION

Planners integrate knowledge, skills and values to anticipate the future and improve the quality of decision-making affecting people and places. They understand the dynamics of cities, suburbs, regions, and the theory and practice of planning. They attend to the diversity of individual and community values. They develop and implement ethical plans, policies and processes. The minimum curriculum criteria below reflect these educational goals.

The curriculum should demonstrate consistency and coherence in meeting the Program’s mission, goals and objectives. While an accredited degree Program must meet basic minimal performance criteria, the PAB recognizes that programs may have different profiles with varying emphases. The Program being reviewed must demonstrate how its curricular content matches the profile emphasized in its overall mission. For example, a Program emphasizing urban design would meet a different test than one emphasizing small town and rural planning.

The Program shall provide a curriculum and offer instruction to best assure achievement of the knowledge, skills, and values that qualify graduates of accredited degree programs to enter professional planning practice. While Programs may adopt such established and familiar learning activities as courses and internships, the PAB is also receptive to program innovations that prove effective in meeting the criteria.

An accredited degree Program must ensure that each graduate demonstrate the knowledge, skills, and values necessary for competent professional planning in diverse occupational and institutional settings; such evidence will be provided in Standard 6. The criteria below provide a framework for judging the scope and quality of minimum educational outcomes.

The BSUP Program at AAMU seeks to provide a high quality undergraduate planning education program in response to the needs and challenges of today’s society. Its’ mission is to prepare students for entry level positions as professional planners, possessing a sound knowledge base and skills-set that enables them to practice planning, work in a related profession, or pursue graduate education. This mission is supported by the philosophical underpinnings of the University and the College of Agricultural, Life and Natural Sciences.

The BSUP program provides a broad practice-oriented education and leverages opportunities within its regional setting and the University to impart to its students general education, knowledge and skills necessary for its graduates to function effectively in entry level planning positions. The curriculum is structured to provide students an opportunity to obtain general education along with professional training in urban planning. The curriculum has three major components totaling 126 credit hours. The components are:

- General education required courses comprising 48 credit hours
- A core of departmental required courses comprising 57 credit hours (45 credit hours of planning core courses and 12 credit hours of non-planning required support courses)
- A declared minor of 18 hours (or a set of departmental elective specialization courses consisting of 18 credit hours,)
- Free electives of 3 credit hours

The instructional methodology used by DCRP is *Understanding by Design*, as discussed by Wiggins and McTighe, is a *backward design* focused primarily on student learning and understanding. This backward design approach has instructors consider the learning goals (student learning outcomes (SLO)) of the course first. These SLOs embody the knowledge, skills and values instructors want students to have learned when they leave the course. Once the SLOs have been established, the second stage involves consideration of assessment. In this framework instructors consider these overarching SLOs and how students will be assessed prior to consideration of how to

teach the content. DCRP feels that this is a more intentional approach and effective approach to course design which results in greater student achievement and success.

**A. Required knowledge, skills and values of the profession:** The Program shall offer a curriculum that teaches students the essential knowledge, skills, and values central to the planning profession. These required components will be taught in such a manner that it is possible to demonstrate that every graduate has studied them. Ordinarily, this means that they are included in core courses required of all students, although other approaches are possible. Specifically:

**A.1. General planning knowledge:** The comprehension, representation, and use of ideas and information in the planning field, including appropriate perspectives from history, social science, and the design professions.

The BSUP program is comprised of 45 hours of core planning classes and 12 hours on core non-planning classes. All of these 57 hours (with the exception of ENG 304), imparts planning knowledge about the uses of information and ideas in the planning field from the variety of perspectives including, history, social science and design.

**a) Purpose and Meaning of Planning:** appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expect to have.

Course	Objectives/Outcomes
<b>UPL 101: Introduction to Planning</b>	<ul style="list-style-type: none"> <li>Understand why cities/communities plan and the benefits derived from this process.</li> <li>Knowledge of “who, what, where and why” of planning is presented and students become familiar with the context and process of city planning.</li> </ul>
<b>UPL 103: The Community &amp; You</b>	<ul style="list-style-type: none"> <li>Demonstrate a firm understanding of the concept of community, its elements, and its key actors.</li> </ul>
<b>UPL 201: Small Town Planning</b>	<ul style="list-style-type: none"> <li>Understand the structure and function of planning in a small town.</li> </ul>
<b>UPL 203: Planning History &amp; Theory</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the historical evolution and theoretical underpinnings of urban and regional planning as a profession.</li> </ul>
<b>UPL 327: Land Use Planning</b>	<ul style="list-style-type: none"> <li>Explain the fundamental growth and land use management controls</li> <li>and the interrelationships of these tools (e.g., general plan, zoning, and permitting</li> </ul>
<b>UPL 407: Legal Basis of Planning</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of the fundamental framework of how law and urban policy intersect and underpin the authority by which planners address issues of growth and development.</li> </ul>

**b) Planning Theory:** appreciation of the behaviors and structures available to bring about sound planning outcomes.

Course	Objectives/Outcomes
<b>UPL 101: Introduction to Planning</b>	<ul style="list-style-type: none"> <li>Knowledge of “who, what, where and why” of planning is presented and students become familiar with theory behind and the context and process of city planning.</li> </ul>

<b>UPL 203: Planning History and Theory</b>	<ul style="list-style-type: none"> <li>• Explores key historical events and how they apply to and mold current planning theory</li> <li>• Presents alternative theories of planning and critically examines the procedural, substantive, and decision making theories of planning practice.</li> </ul>
<b>UPL 407: Legal Basis of Planning</b>	<ul style="list-style-type: none"> <li>• Explores how planning theory relates to planning practice and intersect and underpin the authority by which planners address issues of growth and development</li> </ul>

**c) Planning Law:** appreciation of the legal and institutional contexts within which planning occurs

<b>Course</b>	<b>Objectives/Outcomes</b>
<b>UPL 203: Planning History and Theory</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the theoretical underpinnings and historical evolution of urban and regional planning as a profession to the present time.</li> </ul>
<b>UPL 327: Land Use Planning</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the site plan review process in which proposed projects are evaluated for their compliance with plans and regulations.</li> </ul>
<b>UPL 407: Legal Basis of Planning</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the legal basis of planning including the <i>Euclid</i> case and the first model state enabling legislation to current practice.</li> </ul>

**d) Human Settlements and History of Planning:** understanding of the growth and development of places over time and across space

<b>Course</b>	<b>Objectives/Outcomes</b>
<b>UPL 101: Introduction to Planning</b>	<ul style="list-style-type: none"> <li>• Exploration of the historical context of planning in terms of human settlement, urbanization and the growth and development of towns and cities.</li> </ul>
<b>UPL 103: The Community &amp; You</b>	<ul style="list-style-type: none"> <li>• Exploration of urban settlements at the community level, its elements, and the key factors that make decisions which influence what communities become.</li> </ul>
<b>UPL 327: Land Use Planning</b>	<ul style="list-style-type: none"> <li>• Examination of the role of public law in addressing urban growth and environmental change issues, and the legal aspects of preparing and administering planning controls and incentives.</li> </ul>
<b>UPL 201: Small Town Planning</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the structure and function of rural areas as compared to urban ones, including how economic and geographic linkages play into the wellbeing of smaller places</li> </ul>
<b>UPL 203: Planning History and Theory</b>	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of how the problem-solving genius of city planners have been historically applied in the development of cities.</li> </ul>
<b>UPL 330: Demographic Analysis</b>	<ul style="list-style-type: none"> <li>• Understand the vital relationship between population behavior and decision making in planning, and to employ demographic information in addressing planning issues.</li> </ul>
<b>GEO 401: Urban Geography</b>	<ul style="list-style-type: none"> <li>• Students gain a comprehensive understanding of the social, economic, and political structures operating within cities; location theories,</li> </ul>

	population densities and migrations, and land-use patterns; issues, problems, and policies related to urban settlements.
<b>UPL 408: Comprehensive Planning Workshop</b>	<ul style="list-style-type: none"> <li>This course examines the structure and functions of urban areas and applies the concepts learned in earlier planning courses to the process of plan making.</li> </ul>

**e) The Future:** understanding of the relationships between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future

Course	Objectives/Outcomes
<b>UPL 327: Land Use Planning</b>	<ul style="list-style-type: none"> <li>Students gain an understanding of current and future land use and implications for planning.</li> </ul>
<b>UPL 408: Comprehensive Planning Workshop</b>	<ul style="list-style-type: none"> <li>Student gain hands-on experience in analyzing an urban space. Students synthesize physical, social, and economic elements of a selected town or city to prepare multi-functional plan to guide future development.</li> </ul>
<b>UPL 310: Urban Economic Analysis</b>	<ul style="list-style-type: none"> <li>Focuses on analysis of urban and regional systems, the economic functions and activities found in urban areas, and the economic forces associated with growth and development of urban areas.</li> </ul>

**g) Global Dimensions of Planning:** appreciation of interactions, flows of people and materials, cultures, and differing approaches to planning across world regions.

Course	Objectives/Outcomes
<b>UPL 101: Introduction to Planning</b>	<ul style="list-style-type: none"> <li>Introduces the concept of planning on a variety of levels including the global scales.</li> </ul>
<b>UPL 203: Planning History and Theory</b>	<ul style="list-style-type: none"> <li>Understand the international heritage/roots of U.S. urban planning.</li> </ul>
<b>UPL 310: Urban Economic Analysis</b>	<ul style="list-style-type: none"> <li>Explores economic analysis and consequences of demographic change at different scales.</li> </ul>

**A.2. Planning skills:** The use and application of knowledge to perform specific tasks required in the practice of planning.

Planning skills are very important for the BSUP program. Students are exposed to two research methods courses. The course assignments allow student to more fully develop analytical, critical thinking, and writing skills. In addition, they are required to complete a capstone or “Senior” project. These provide evaluative measures of students’ intellectual progress and planning process methods skills and their potential for contributing to the growth of the field of planning.

**a) Research:** tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources



Course	Objectives/Outcomes
<b>URP 310: Urban Economic Analysis</b>	<ul style="list-style-type: none"> <li>Students develop major research project that focuses on an economic base analysis of Alabama counties or metropolitan areas.</li> </ul>
<b>URP 316: Planning Research Methods II</b>	<ul style="list-style-type: none"> <li>This course covers techniques and methods involved in conducting research in planning profession. It focuses on the basic steps of an empirical investigation including problem formulation, methods of data collection, treatment and analysis of data, and how to draw correct inferences/conclusions in the interpretation of findings</li> </ul>
<b>UPL 330: Demographic Analysis</b>	<ul style="list-style-type: none"> <li>Students demonstrate skills in using population information and demographic analytical tools in preparation, revision and evaluation of local community and regional development plans.</li> </ul>
<b>URP 420: Senior Project</b>	<ul style="list-style-type: none"> <li>Students investigate a selected urban issue or problem. The resulting research paper or a report is prepared and presented and reflects the student's analytical research and problem-solving capabilities.</li> </ul>

**b) Written, Oral and Graphic Communication:** ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations

Course	Objectives/Outcomes
<b>UPL 317: Graphics and Site Design Workshop</b>	<ul style="list-style-type: none"> <li>The preparation of plans for street and utility systems and single family residential subdivisions affords students opportunities to acquire basic techniques for communicating planning concepts, data and ideas through graphical representation.</li> </ul>
<b>UPL 408: Comprehensive Planning Workshop</b>	<ul style="list-style-type: none"> <li>Students must write reports and give one end-of-course formal presentation. Mapping skills are discussed and demonstrated.</li> </ul>
<b>UPL 420: Senior Project</b>	<ul style="list-style-type: none"> <li>Students are expected to: (i) prepare and write a well-drafted research report and (ii) present the research findings in an oral presentation setting using presentation software.</li> </ul>
<b>ENG 304: Advanced Composition</b>	<ul style="list-style-type: none"> <li>Students apply principles of rhetoric with supplementary readings and ample practice to develop the skills of students in expressing themselves beyond freshman competency.</li> </ul>

**c) Quantitative and Qualitative Methods:** data collection, analysis and modeling tools for forecasting, policy analysis, and design of projects and plans.

Course	Objectives/Outcomes
<b>URP 216: Planning Research Methods I</b>	<ul style="list-style-type: none"> <li>Students demonstrate a comprehensive understanding of the meaning and purpose of statistics and apply techniques to a planning issue.</li> </ul>
<b>URP 310: Urban Economic Analysis</b>	<ul style="list-style-type: none"> <li>Students perform economic analysis on primary and secondary data and analyze consequences of sociodemographic change at different scales.</li> </ul>
<b>UPL 316: Planning Research Methods II</b>	<ul style="list-style-type: none"> <li>Students' quantitative and qualitative skills for gathering and processing information that planners must use to make decisions about a community are assessed.</li> </ul>

<b>UPL 330: Demographic Analysis</b>	<ul style="list-style-type: none"> <li>• Student use spread sheets and statistical analysis programs to facilitate the graphic and tabular presentation of demographic data.</li> </ul>
<b>NRE 365: GIS and Spatial Analysis</b>	<ul style="list-style-type: none"> <li>• Through skill-demonstration exercises, students are expected to show their mastery of GIS applications to planning tasks including data base creation, map preparation, and spatial and temporal analysis of data.</li> </ul>

**d) Plan Creation and Implementation:** integrative tools useful for sound plan formulation, adoption, and implementation and enforcement

<b>Course</b>	<b>Objectives/Outcomes</b>
<b>UPL 327: Land Use Planning</b>	<ul style="list-style-type: none"> <li>• The preparation of the land-use conceptual plan affords good evaluative measures of student's written, oral, and graphic communication skills given the three components of the assignment (written text, graphic layouts and presentation of the plan).</li> </ul>
<b>UPL 408: Comprehensive Planning Workshop</b>	<ul style="list-style-type: none"> <li>• The workshop courses help students to apply knowledge, skills and values learned in other core and elective courses. Students have worked with city and regional planning councils in north Alabama area to create land use plans and update comprehensive plans.</li> </ul>

**e) Planning Process Methods:** tools for stakeholder involvement, community engagement, and working with diverse communities

<b>Course</b>	<b>Objectives/Outcomes</b>
<b>UPL 201: Small Town Planning</b>	<ul style="list-style-type: none"> <li>• Students apply concepts to compile, synthesize, and present information that will aid future planning, place making, and development efforts.</li> </ul>
<b>UPL 317: Graphics and Site Design</b>	<ul style="list-style-type: none"> <li>• The preparation of the land-use conceptual plan affords good evaluative measures of student's written, oral, and graphic communication skills given the three components of the assignment (written text, graphic layouts and presentation of the plan).</li> </ul>
<b>UPL 408: Comprehensive Planning Workshop</b>	<ul style="list-style-type: none"> <li>• This course focuses on comprehensive planning, urban land use analysis, and plan-making at the municipal and multi-jurisdictional levels.</li> <li>• Students work in teams to develop specific elements of a site plan or comprehensive plan for a community or region.</li> </ul>
<b>UPL 429: Professional Practice</b>	<ul style="list-style-type: none"> <li>• Students are shown how to manage a planning project and apply communication, quantitative, budgeting and fiscal impact techniques.</li> <li>• Students are required to understand ethical principles surrounding professional practice and behavior during the planning process.</li> </ul>

**f) Leadership:** tools for attention, formation, strategic decision-making, team building, and organizational/community motivation

Course	Objectives/Outcomes
<b>UPL 317: Graphics and Site Design</b>	<ul style="list-style-type: none"> <li>The preparation of the land-use conceptual plan affords good evaluative measures of student's written, oral, and graphic communication skills given the three components of the assignment (written text, graphic layouts and presentation of the plan).</li> </ul>
<b>UPL 408: Comprehensive Planning Workshop</b>	<ul style="list-style-type: none"> <li>This course focuses on comprehensive planning, urban land use analysis, and plan-making at the municipal and multi-jurisdictional levels.</li> <li>Students work in teams to develop specific elements of a site plan or comprehensive plan for a community or region</li> </ul>
<b>UPL 429: Professional Practice</b>	<ul style="list-style-type: none"> <li>Students are shown how to manage a planning project and apply communication, quantitative, budgeting and fiscal impact techniques;</li> <li>Students are required to understand ethical principles surrounding professional practice and behavior</li> </ul>
<b>PSC 206: State and Local Government</b>	<ul style="list-style-type: none"> <li>Student possess knowledge of the institutions, structures, and functions of the American political process from the perspective of states and local communities</li> </ul>

**A.3. Values and ethics:** Values inform ethical and normative principles used to guide planning in a democratic society. The Program shall appropriately incorporate issues of diversity and social justice into all required courses of the curriculum, including:

Ethics are a critical component to any profession, and is especially important to professions rooted in community development and planning. DCRP envisions graduate who will possess leadership skills to engage diverse populations in the creation of healthy and sustainable communities and advocate equity, inclusion, justice, ethical behavior, and professionalism in every area of professional planning research and practice.

**a) Professional Ethics and Responsibility:** appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).

Course	Objectives/Outcomes
<b>UPL 103: The Community &amp; You</b>	<ul style="list-style-type: none"> <li>Students demonstrate a basis understanding of the value of equity, social justice &amp; welfare, diversity and ethics in the practice of planning.</li> </ul>
<b>UPL 404: Social Planning</b>	<ul style="list-style-type: none"> <li>Students demonstrate an understanding role of equity and expansion of choices of social and economic opportunities for persons and groups in all communities in every facet of planning.</li> </ul>
<b>UPL 407: Legal Basics of Planning</b>	<ul style="list-style-type: none"> <li>Students understand the sociological influence of the evolution of laws and policies which impact human behavior and practices, (e.g., case law involvement in housing discriminations, social justice, equal protection, due process (rights of citizens).</li> </ul>
<b>UPL 429: Professional Practice</b>	<ul style="list-style-type: none"> <li>Students are introduced to professional methods of managing planning projects and agencies and are trained students in the ethics of professional practice.</li> </ul>

**b) Governance and Participation:** appreciation of the roles of officials, stakeholders, and community members in planned change

Course	Objectives/Outcomes
<b>UPL 103: The Community and You</b>	<ul style="list-style-type: none"> <li>Students are introduced to the variety of stakeholders and their specific roles in the planning process.</li> </ul>
<b>UPL 201: Small Town Planning</b>	<ul style="list-style-type: none"> <li>Students demonstrate and understanding of the roles of public officials, planning departments and citizens in the planning process in small towns.</li> </ul>
<b>UPL 203: Planning History and Theory</b>	<ul style="list-style-type: none"> <li>Explain the significance of advocacy, pluralism and public participation in the planning process</li> </ul>
<b>UPL 404: Social Planning</b>	<ul style="list-style-type: none"> <li>Students demonstrate knowledge of the factors that influence the creation of healthy communities and how governments, non-profits and community based organizations contribute to that goal.</li> </ul>
<b>PSC 206: State and Local Government</b>	<ul style="list-style-type: none"> <li>Students demonstrate an understanding of the institutions, structures, and functions of the American political process from the perspective of states and local communities.</li> </ul>

**c) Sustainability and Environmental Quality:** appreciation of natural resource and pollution control factors in planning, and understanding of how to create sustainable futures.

Course	Objectives/Outcomes
<b>UPL 101: Introduction to Urban Planning</b>	<ul style="list-style-type: none"> <li>Students demonstrate an understanding of the fundamental principles and practices of sustainable urban planning and an appreciation of the natural and built environment.</li> </ul>
<b>UPL 203: Planning History and Theory</b>	<ul style="list-style-type: none"> <li>Students demonstrate an understanding of the historical underpinnings of urban planning and the need for sustainability and equity in the process.</li> </ul>
<b>UPL 327: Land Use Planning</b>	<ul style="list-style-type: none"> <li>Students apply principles of sustainability and equity in the land use planning process.</li> </ul>
<b>UPL 408: Comprehensive Planning Workshop</b>	<ul style="list-style-type: none"> <li>Students possess knowledge and can apply the planning process to demonstrate environmental and socio-economic consequences.</li> </ul>
<b>GEO 401: Urban Geography</b>	<ul style="list-style-type: none"> <li>Students can explain and apply the concepts of green cities, growing cities in urban planning and sustainable development.</li> </ul>

**d) Growth and Development:** appreciation of economic, social, and cultural factors in urban and regional growth and change

Course	Objectives/Outcomes
<b>UPL 201 Small Town Planning</b>	<ul style="list-style-type: none"> <li>Students can appreciate the place of values, equity, social justice &amp; welfare, diversity and ethics in the practice of planning in small towns.</li> </ul>

<b>UPL 310: Urban Economic Analysis</b>	<ul style="list-style-type: none"> <li>Students can understand and appreciate the role of socio-demographic, economic and cultural factors as drivers of urbanization and the growth of urban space.</li> </ul>
<b>UPL 327: Land Use Planning</b>	<ul style="list-style-type: none"> <li>Students gain an appreciation of critical nature land use planning principles in the growth of urban areas.</li> </ul>
<b>UPL 408: Comprehensive Planning Workshop</b>	<ul style="list-style-type: none"> <li>Students appreciate of the role of government at all levels, and the participation of stakeholders in the long term planning process.</li> </ul>

**e) Social Justice:** appreciation of equity concerns in planning.

<b>Course</b>	<b>Objectives/Outcomes</b>
<b>UPL 203: Planning History and Theory</b>	<ul style="list-style-type: none"> <li>Students demonstrate knowledge and understanding of government and citizen participation, including the actions and actors in key social movements that shaped the history of planning.</li> </ul>
<b>UPL 404: Social Planning</b>	<ul style="list-style-type: none"> <li>Students gain an enhanced understanding of issues of equity and social justice, representation and planning for a variety of interest groups.</li> </ul>
<b>UPL 407 Legal Basis of Planning</b>	<ul style="list-style-type: none"> <li>Students demonstrated knowledge and understanding of the balance between individual and collective rights of land-use.</li> </ul>
<b>UPL 429 Professional Practice</b>	<ul style="list-style-type: none"> <li>Students gain an appreciation and understanding of real world planning contexts including citizen participation in a democratic society.</li> </ul>

**B. Areas of specialization and electives:** The Program shall have sufficient depth in its curriculum and faculty in the specialization areas and electives it offers to assure a credible and high quality offering.

All Urban Planning majors are required to select an area of knowledge in a particular subject or a minor. Suggested minors include: political science, public history, sociology, economics, marketing, finance, GIS, construction management or computer science. Students may also complete a special grouping of 18 credit hours which have been approved by the student's advisor.

**B.1. Specializations:** When a program includes specialization fields, it is assumed that they are built on top of the general planning foundation and that courses in the areas of specialization add significantly to the basic planning knowledge, skills and values. Programs must demonstrate that there are enough courses in the areas of specialization that students get the depth and range of materials to give them a level of expertise

The BSUP program has no formal areas of specialization.

**B.2. Electives:** The curriculum shall contain opportunities for students to explore other areas such as exposure to other professions, other specializations, and emerging trends and issues.

*The following are advisor approved urban planning electives. Students, in conjunction with their advisors, can select from these and other non-urban planning courses to develop a special group of 18 hours of “specialization”.*

Urban Planning Elective	Exposure to other professions	Exposure to specializations	Emerging trends and issues
URP 435 Transportation Planning	Logistics Management	Transportation Planning	Multimodal planning
UPL 438 Transportation Modeling	Statistics	Transportation Planning	The nexus between security and technology
URP 539 Transportation Planning & Admin	Public Administration	Transportation Planning	Intelligent transport systems
UPL 442 Environmental Planning	Environmental Law Natural Resource Management	Environmental Planning	Food systems, insecurity, Climate change
UPL 443 Housing Issues in Planning	Public Policy	Housing & Community Development	Smart cities; sanctuary cities
UPL 444 Historic Preservation	Resource Conservation	Housing & Community Development	Resource depletion, population growth and impacts on heritage sites
UPL 445 Environmental Policy	Public Policy & Administration	Environmental Planning	Urban conservation
UPL 453 Community Development Process	Public Policy & Administration	Housing & Community Development	Human rights eg LGBTQ

**C. Instructional delivery and scheduling:** Courses shall be taught by fully qualified faculty, and appropriate instructors shall be assigned for core, specialized and elective courses. In general, most core courses will be taught by fulltime planning faculty. Courses shall be offered in formats and times to assure appropriate student access to them and timely completion of program requirements.

Courses are taught by faculty fully qualified instructors. Courses are offered in formats and times to meet the demands of the student body. The BSUP program is offered as a traditional program with courses offered throughout the day beginning no earlier than 8 am during the regular semester and ending typically at 3:30 pm.

**D. Facilities:** Students, faculty and staff shall have access to sufficient physical resources and facilities to achieve the Program’s mission and objectives. The facilities shall be appropriate for the level and nature of required classrooms, studio workspace, and offices.

The Department of Community and Regional Planning is housed in the James I. Dawson Cooperative Extension Building. The Department’s office space is adequate for administration and faculty academic activities in support of the MURP Program goals and objectives. Faculty members have private offices equipped with computers and printers. The Department’s secretary has her own office and there is a reception area for visitors. Graduate Research Assistants each have access to their own desk space and computer in the Center for Urban and Rural Research. The Center for Urban and Rural Research (CURR) has 900 square feet of space dedicated to its research related activities. The Center houses a Regional State Data Depository, with information available in hard copies, as well as

computerized databases. There is an additional 348 square foot area set up with computer work stations assigned to graduate research assistants. Student workers have individual mail boxes and designated bulletin boards in the Department's general office. Classroom space for course instruction is adequate. Most of the classes are held in the Carver Complex South (CCS) located across the street from the J.I. Dawson building. Room 222 in Carver Complex South houses the department's smart classroom. It has the following:

10 new Gateway computers, a scanner, a printer, E size pen plotter (MUTOH model F-920 professional plotter) plotter and appropriate software (ARCVIEW GIS Bundle For Windows First Lab Kit License; 3D Analysis for Windows; Microsoft Office 2013 Professional, and Trip Generation for Windows) to support technology-based courses in the MURP curriculum.

**E. Information and technology:** Students, faculty and staff shall have access to sufficient information systems and technology, and technical equipment to achieve the Program's mission and objectives. Information and technology include, but are not limited to, maintained computer hardware, software and access, library resources and collections.

AAMU's office of Information Technology Service (ITS) provides information technology infrastructure and services to support the instructional, administrative, research, and public-service missions of the institution. The mission of ITS is to enable the effective use of information technology in support of the University. The ITS office provides an innovative, customer-focused, and robust foundation for information technology (IT) solutions that enable the university community to pursue excellence in research, education, and public service. ITS seeks to establish trust with students, faculty, and staff through professionalism, honest and open dialogue, high quality customer service, and a commitment to partnership and collaboration. The ITS office is organized into five units: *The Center for Instructional Technology (CIT)* supports faculty and staff in the creative implementation of technology across the curriculum. Services provided include Blackboard support, Respondus, web-based course management tools, utilizing smart classrooms and workshops. *Enterprise Application Services (EAS)* manages database technologies for the University, in accordance with all privacy regulations and University security policies. EAS also provides application development, security and scheduling support for the University's enterprise deployments of the Sungard Banner system. In addition, EAS provides programming and data integration support for key ancillary systems and departments including the Blackboard learning management system; CBORD one card system, Parking, and Housing among many others. *The Enterprise Information Management (EIM)* unit coordinates the standardization and integration of Alabama A&M University data resources in collaboration with the Office of Institutional Planning, Research and Evaluation, and data custodians across the campus. *Infrastructure Services* is responsible for the planning, installation, operation, support, maintenance, and continuous improvement of the University communications network. Infrastructure Services keeps the campus connected and ensures that data moves quickly, reliably and safety. The group is also responsible for the deployment of server hardware, storage, and associated operating systems that support centralized services throughout the University. *Support Services* provides front-line IT support for all members of the University community. The goal of User Support Services is to provide exceptional support in the use of computing and information technology resources in a responsive, knowledgeable, professional and courteous manner.

In support of AAMU's strategic goals and objectives, the University has embarked on the creation of a campus technology environment that will enhance its quality as an educational and research institution. It has completed the process of designing an advanced, state-of-the-art network infrastructure upgrade capable of providing more reliable network services that includes secure high speed voice, video and data communications. The network is planned to provide end-users with 100 megabit and 1 Gigabit connections, as well as a mix of 1 Gigabit and 10

Gigabit uplinks to the core. The second phase of this upgrade includes a campus wide wireless infrastructure to every building on campus giving faculty and students' access to network resources from anywhere on campus.

CALNS and Department offices, laboratories, and classrooms are already wired (200 drops) for 10 base-T Ethernet (Twisted-pair, level 3 and level 5). One laboratory is currently wired for 10base2 Ethernet (Thin wire) and has a Novell 3.11 Server. All offices and labs are on a multi-channel network managed via multi-protocol, multi-channel intelligent communication hubs in each building. Initially the cabling between buildings is 10base-5 (Thick wire) with plans to upgrade to multi-mode fiber optic medium and FDI in the future. Workstations will be served by a Novell 4.XX Netware Server, with optional servers including Unix on the CRAY and TCP/IP on the Alabama Super Computer Network (ASN); Digital's Patchworks; and Intergraph's Oracle configuration. The ASN node, currently a VAX-8250, is connected via a Vitalink to a T-line for Wide Area Networking to the ASN Internet.

In addition to the Planning Studio (CCS room 222), CURR, located in Dawson Building is networked as a part of the College of Agricultural, Life and Natural Sciences computer systems. Through this system GIS and other software are available both for research and student training purposes. Among the GIS software present available for faculty research and student training are ArcView GIS and SPSS Software. A local area network ties all computers and peripherals in the Department to a central fileserver system. The local network is, in turn, connected to the University wide network and the Internet. For access to the University's IBM Mainframe and Database, the College and Departmental offices plus the research labs are wired for SNA connectivity (coax cable).

Students have access to AAMU Library system which is centralized in the J. F. Drake Memorial Learning Resources Center (LRC). The LRC "bears the responsibility for the provision of numerous and diverse resources, programs, services, and collections in support of the University's mission of teaching, research, and public service, including extension". The LRC employs 13 professionally trained librarians and 7 full-time support staff, who are charged with the responsibility of offering comprehensive and progressive library programs. The LRC supports the Department of Urban and Regional Planning Program, like all other facets of the University, with instructional and research materials inclusive of print and online journals, databases, print and eBooks, and Federal Depository Government Publications. The LRC is a state-of-the art, three level, 74,156 square foot facility with Wi-Fi access, an ITS-supported 1<sup>st</sup> floor computer lab, classroom space, student café, two conference rooms, a 175-seat multipurpose room, and a 2<sup>nd</sup> floor computer commons. Through selected formal agreements, the LRC has provisions for faculty and students to use other state-supported institutions. Moreover, the LRC is a member of the Network of Alabama Academic Libraries (NAAL), which coordinates academic library resource sharing to enhance education and research. As an extension of NAAL, the LRC's Interlibrary Loan (ILL) Office assists Alabama A&M University staff and students with locating and obtaining research materials not owned by the J. F. Drake Memorial LRC. The majority of the interlibrary loan requests can be obtained at no cost. The LRC resources are of high quality and are easily accessible to all students and faculty via remote access from the LRC's webpage.

The LRC provides access to physical collections approximately 84 hours a week; extended hours are offered during mid-term and final examination periods. All online resources are available 24 hours a day via the LRC's webpage, [www.aamu.edu/library](http://www.aamu.edu/library). The LRC houses a collection of over 601,032 cataloged items. Librarians serve as subject liaisons and work directly with the faculty to review collection holdings for enhancements. Additionally, selected members of the faculty serve as members of the Collection Development Policy Committee. Public and Information Research Services are available through a plethora of delivery methods via face-to-face, e-mail, phone and chat. Information Literacy instruction sessions are designed to enhance student learning. Specialized instruction is provided for all academic disciplines upon request. Collaborative spaces for teaching and learning are available throughout the 2<sup>nd</sup> and 3<sup>rd</sup> floors of the LRC. This service is available by reservation appointments.



Selected services, such as Electronic Course Reserves, the Bulldog Makerspace Lab, and the Bulldog Digital Studio offer students access to specialized services that enhance the learning outcomes of course assignments and research projects. All services are available on the 2<sup>nd</sup> floor of the LRC during operational hours.

In addition, the Department maintains a reading room with limited supplemental resources for planning students and instructors. This collection contains classic planning books encompassing all aspects of planning along with agency reports and planning journals. The room is also used for medium-sized presentations, with video capability, departmental and student organization meetings, and seminar style instruction.

## **STANDARD 5 – GOVERNANCE**

**The Program shall make administrative decisions through a governance process that exhibits a high degree of transparency, inclusiveness, and autonomy. The Program shall be located within an identifiable and distinct academic unit, such as a Department or School of planning, and the Program’s faculty shall be clearly identifiable as such. The Program shall involve faculty and students, as appropriate, in administrative decisions that affect them and shall demonstrate that those decisions serve to implement the Program’s strategic plan.**

The Department of Community & Regional Planning is one of four departments within the College of Agricultural, Life and Natural Sciences. The Department is a distinct unit with its own faculty members and chief administrator. As described in the AAMU Administrative and Faculty Handbook, the chief administrator of each academic Department is the Chairperson who reports to the Dean of the College. The chair is responsible for organizing and facilitating the work of the department as set out in the Department’s Strategic Plan. Major duties include: goal setting, long and short range planning, making recommendations on faculty and staff to fill vacancies, and preparing teaching assignments and course offerings for each semester and term. These duties are performed in consultation with the faculty. The chairperson is also responsible for the development of the department’s budget request in accordance with University budgetary guidelines and the needs of the Department; management of the departmental budget; supervision and evaluation of the personnel and work of the department; administration of University property assigned to the department, and the maintenance of continuous and vigorous efforts to develop and maintain effective and high quality instruction. Overall, the chairperson is responsible for organizing and directing the work of the department and ensuring that the department is in compliance with the requirements of SACS, ACHE and discipline-specific accrediting bodies.

**A. Program autonomy:** In accordance with customary university procedures, the planning faculty shall have responsibility for the design of its curriculum and shall have an independent voice in the appointment, promotion, tenure, and evaluation of its faculty, and the admission and evaluation of its students.

### **GUIDELINES**

1. The planning Program will normally be headed by its own administrator, who will report directly to a dean or an equivalent academic official.
2. In administrative units with multiple degree programs, however, the planning Program shall function as an independent entity with respect to most if not all administrative responsibilities.

DCRP reflects the structure, organization and autonomy afforded academic units in AAMU. The Chair is the chief administrative officer and oversees the administrative duties of the MURP Program serving as the Program Coordinator. The Chair of the Department of Community and Regional Planning reports directly to the Dean of the

College of Agricultural, Life and Natural Sciences, who in turn reports to the VP for Academic Affairs. The VP for Academic Affairs reports to the President who reports to the Board of Trustees.

The Department of Community and Urban Studies as an academic unit offers two planning programs leading to (i) B.S. Urban Planning (BSUP) and (ii) Master of Urban and Regional Planning (MURP). These two programs together operate as independent entities under the same department.

During the period for assessment, there was a total of eleven faculty within the Department who taught the both the BSUP and MURP Programs. The faculty consisted of three Assistant Professors, four Associate Professors, and two full professors (one with 2/3 of his time in the Department). Six of the faculty members were tenured. This has afforded the Department the structure and support needed for program development and success towards achieving the MURP Program's goals and objectives.

**B. Program leadership:** The administrator of the degree Program shall be a planner whose leadership and management skills, combined with education and experience in planning, enables the Program to achieve its goals and objectives. The administrator shall be a tenured faculty member with an academic rank of associate professor or higher.

For the majority of its existence, the Department has successfully met the requirements of program leadership. In September 2012, Dr. Chukudi Izeogu, who served as the Department chair since 1999, officially stepped down. In keeping with University policies and procedures, DCRP faculty voted and recommended that Mr. Joseph Lee, a veteran tenured faculty of the Department with over 25 years of teaching and professional planning experience, serve as the interim chair until a new Chair was employed. Dr. Izeogu, in the meantime, maintained his full professor status and provided support to Mr. Lee as he functioned as the Interim Chair until his retirement from the University in July 2015.

Mr. Lee in his capacity as Interim Chair/Program Coordinator fulfilled all of the requirements of the position. He was a highly skilled and professional planner expert possessing the requisite planning skills, administrative and management experience and background to assist the program in achieving its goals and objectives. Mr. Lee received his graduate planning degree from the University of North Carolina (Chapel Hill) and has completed a majority of doctoral studies at the University of Illinois (Champaign/Urbana). He possessed over 30 years of professional planning practice to include noteworthy administrative and management experiences. As a practicing planning professional, Mr. Lee served as a Division Director for the Catawba Regional Planning Council in Rock Hill, S.C., where he managed a professional staff of 5 in implementing economic development, historic preservation, and transportation development projects for the region. Later, he served as Director of Economic Development & Transportation for the S.C. Governor's Office (Richard Riley), where he managed a staff of 25 planning related professionals and a \$35 million (HUD, DOT, and EDA) grant-in-aid budget for the State. Upon leaving the Governor's Office, he served as an IPA appointee with the U.S. Department of Housing & Urban Development (HUD) and assisted the Office of Planning in transferring the HUD Small Cities CDBG program to 25 state governments. Upon leaving HUD and prior to joining Alabama A&M University, he worked as a consultant for Ralph Parson & Associate where he served on a 15 member team to update the Master Plan for Yanbu, Saudi Arabia. As an AAMU faculty member, Mr. Lee taught graduate and undergraduate classes and secured and administered more than \$18 million in federal, state and local grants and contracts. In addition to serving on many local boards and organizations, he assisted in creating and funding the AAMU Center for Urban & Rural Research and founding, staffing, and directing two non-profit entities: the AMU Community Development Corporation, and the Normal Historic District Preservation Association. Mr. Lee served as the Interim Chair for three years and retired in the summer of 2015.

After Mr. Lee's retirement, Dr. Berneece Herbert was appointed Interim Chair in fall 2015. Dr. Herbert was a tenure-track Assistant Professor, however, she brought significant planning experience and skills to the Department. Dr. Herbert is an Urban Planner by profession with over 20 years of combined experience in plan development, impact assessment/evaluation, and urban planning. Her educational background includes a PhD in natural resources and environmental sciences and a Master's degree in urban and regional planning. She has worked for over 10 years in the Department of Community and Regional Planning, with over \$1 million dollars of grant funding as PI and Co-PI on a variety of state and federally funded grants. She spent eight years as a Research Associate for a small consulting firm specializing in plan development. Prior to this, Dr. Herbert worked for over 15 years for an island government in the Caribbean. This included working as a Senior Economic Development Planner coordinating the government's capital investment and technical aid programs, liaising with agencies such as the World Bank, USAID, UNDP, Organization of Eastern Caribbean States and UN Economic Commission for Latin America and the Caribbean. She also served as the Director of the Department of Statistics and Economic Planning, focusing on creating economic development and strategic plans, restructuring the government's debt portfolio, implementing and analyzing households and budgetary surveys and country poverty assessments under the Ministries of Planning, Development and Finance. At Alabama A&M University, Dr. Herbert has taught numerous courses in the MURP and BSUP programs and currently coordinates the International Development concentration of the MURP. She has spear-headed initiatives such as the Tennessee Valley Region Consortium for Sustainable Communities. She serves on numerous committees and boards, locally and nationally. She was selected as member (and Chair of Working Group 1) of the National American Planning Association (APA) Academic Membership Program Taskforce. She serves as a member of APA's Diversity Committee. She was also selected by the USDA Farmers' Market Promotion Program as a team lead for the 2016 and 2017 grant programs. Dr. Herbert is a member of the FY 2016 (USDA) Federal Plan of Work, Global Food Security Team. In addition she coordinates the emerging area on sustainable communities for the department, coordinating the first conference on Progress, People and Sustainable Development in a Global Society with keynote speakers from USDA and Albert Einstein College of Medicine. Dr. Herbert also works with local nonprofit organizations serving as the Vice President for the Caribbean Association of North Alabama and as a mentor the 2016 and 2017 State Department's Young Leaders of America Initiative (YLA) through Global Ties, Alabama. Dr. Herbert's technical expertise include plan development (Comprehensive, Consolidated, Strategic); program/institutional assessment and planning; capital investment planning in developing counties and statistical analysis & modeling. She possesses software expertise in platforms such as SPSS, ArcGIS, ERDAS, Microsoft Suite, Adobe and Interactive Audience Response Systems and collaborative platforms for scheduling, document sharing, data collection and analysis. Dr. Herbert's research interest has introduced new dimensions to CURR's research agenda. She is focusing of food security and access, food and transportation deserts, community socio-economic characteristics and diet-related conditions and the use of technology (nanotechnology) applications in the food sector. She has published a number of articles with faculty outside of the Department to build bridges within the College. She has also published in conjunction with her department peers. For 2017, one of her current articles has been accepted for publication and she currently has two under review. In her two academic years as Interim Chair, she has established relationships with agencies and institutions such as EPA Region IV, Georgia Institute of Technology, Albert Einstein College of Medicine, Global Ties Alabama, Atlanta Metro College, and SUNY Buffalo. Dr. Herbert's background and accomplishments show that she is a new and dynamic leader, interested in using social media and other technologies, with new ideas and interests in growing and restructuring the department to raise visibility to the programs, department, college and university as a whole. She is also highly motivated with a passion for guiding and inspiring students.

The combined leadership and management skills of Mr. Lee and Dr. Herbert, along with their significant years teaching, research and outreach experience enabled the department to effectively achieve its program goals and objectives.

In December of 2013, DCRP received approval to advertise the Chair position and anticipated filling the position by the fall 2014 semester. In spring 2014, Dean Walker appointed a committee to oversee and manage the process and on March 10, 2014, the job announcement was posted to the University's employment page. The search committee began the process of reviewing applications in May 2014 and over the next three months reviewed and interviewed applications. However, none of the applicants at that time met the position requirements and the job was re-posted the following academic year. However, the number of applications were limited and a decision was made to expand the advertisement of the position. During the 2016/2017 academic year, due to retirements and student member graduation, Dr. Walker revised the Search Committee with the commitment to having a full time permanent chair during the 2017-2018 academic year. Interviews are currently being conducted to fill this position.

**C. Communication:** The Program shall use a variety of media to provide effective two-way communication with current and prospective students, faculty, alumni, employers, professional associations, practitioners, and other stakeholders about the Program's goals and objectives and about its progress toward achieving those aims. The administrator of the Program shall be regularly accessible to these stakeholders, providing them with suitable opportunities for interaction.

DCRP uses a number of methods to effectively communicate with its students and stakeholders. These methods include:

- a) Department's Web Page - The Department's web page highlights our academic programs, outreach and research activities. The web page is regularly updated to provide as much information as possible on our planning programs and enhance our recruitment efforts.
- b) Departmental Facebook page – This page is designed to communicate and share information. It builds awareness about our brand, provides customer service and allows the department to place content where the stakeholders can have regular access.
- c) Bi-Annual DCRP Alumni Business Meetings – DCRP is host to two business meetings of the Alumni Association. This provides an ideal environment for sharing information and discussing issues about the programs' progress, plans and challenges
- d) Advisory Committee meetings – DCRP Advisory committee meets at least once per semester. This committee is comprised of past faculty, planning professionals, alumni, and other key community leaders. The objective of these meetings is to communicate DCRP plans and progress and to seek input for addressing challenges. The Program administrator chairs these meetings.

The Program Administrator has an open door policy enabling stakeholders to communicate on a regular and informal basis with the Department and students.

**D. Faculty and student participation:** The Program shall provide faculty, individual students, student organizations, and other interested parties with opportunities to participate fully and meaningfully in administrative decisions that affect them. To the extent that these interested parties might raise substantive issues from time to time, the Program shall demonstrate that it has responded appropriately to those issues, and communicated the outcomes in such a fashion that the interested parties understand how the decisions were made.

The participants in the governance structure of the MURP Program are shown in figure 9. This structure consists of seven standing committees, a number of ad hoc committees and key participating groups including the student

organization, the Urban Planning Association (UPA). The governance structure provides a broad span of key informants to guide the MURP Program.

**E. Promotion and tenure:** The Program shall publish policies and procedures for making decisions about the promotion and tenure of faculty, and shall provide junior faculty with the support that they need to advance professionally within the Program. The Program shall provide mentorship opportunities for all junior faculty, including women, racial and ethnic minorities, and members of other under-represented groups.

AAMU Faculty/Administrative Staff handbook (September 16, 2011) Section 4.0 (Performance, Promotion and Tenure), stipulates that “Alabama A&M University is committed to ensuring faculty and administrators perform at the level of excellence commensurate with its reputation as a leading land grant institution with a significant research, teaching and service mission. The University recognizes the dynamic and changing nature of higher education and strongly promotes and provides an ongoing professional development of the faculty as teachers, researchers and scholars. As such, faculty members are expected to develop and carry out a plan for their individual professional development. This plan should be connected to the faculty member’s annual performance objectives”. The policies do not speak directly to the provision of support to junior faculty. Recognizing the importance of support and mentorship for new and junior faculty, in fall 2016 AAMU established a faculty-mentorship program at the university-wide level. DCRP participates in this program, and anticipates the participation of the potential two new assistant professors who would begin their appointments in the fall of 2017. However, to supplement this program, DCRP has an informal mechanism at the department level, with the Chair serving as the mentor to junior faculty. In addition, the Chair would also typically assign other senior faculty members to assist in the mentoring process.

**F. Grievance procedures:** The Program shall publish policies and procedures for resolving student and faculty grievances, and shall appropriately disseminate such policies and procedures to students and faculty. The Program shall maintain records to document the number and kinds of grievances it has received and the manner in which it has resolved those grievances.

Any faculty grievance is handled based on protocol. The chairperson of the Department should be involved first and if a satisfactory resolution cannot be found at this level, the individual has a right to proceed with his grievance to the College Dean and Vice President for Academic Affairs. Based on University policy, any employee has the right to seek a satisfactory resolution of his/her problem through the highest internal channel, if proper protocol has been followed. If it becomes necessary for a student to file a grievance against faculty or another student within the Department, the appropriate channels should be followed which include:

1. Contact the affected faculty directly in person or writing
2. File written grievance with faculty advisor for action if unsatisfied with the outcome of step 1
3. Contact Department Chair if grievance is not resolved
4. Contact the Dean of CALNS if grievance is not resolved at the Departmental level
5. Contact the Office of the Provost/Vice President for Academic Affairs if grievance is not resolved at the Department and College levels.

## STANDARD 6 – PROGRAM ASSESSMENT

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

The 2015-2020 Strategic Plan clearly lays out the approach, methodology and indicators for the successfully achievement of the MURP and BSUP goals. The Plan outlines performance indicators to include process Indicators used to monitor the number and types of activities (services provided, people trained, materials produced and disseminated etc.) carried out; results indicators used to evaluate whether or not the activity achieved the intended objectives or results. Results indicators are organized into i) output/outcome indicators/out illustrate the change related directly to the activities undertaken within the program; ii) outcome indicators relate to change that is demonstrated as a result of the program interventions in the medium-to-longer term (e.g. the number of decisions in the informal justice system of community x related to violence against women that reflect a human rights-based approach.); and iii) impact indicators measure the long-term effects of program interventions.

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

DCRP's research and scholarly contribution to the Planning profession is exemplary given the recent significant shifts in the size and composition of the faculty. Research and scholarly contributions are most often made through publications and conference presentations and obtaining competitive federal research grants. However, other outcomes that are strategically important for DCRP, although not as highly regarded in promotion and tenure review, include invited book chapters, refereed book reviews, and participation on professional association committees. These outcomes of the work are strategically important and can lead to highly regarded publications and grants in the future. Focusing time and effort only on highly regarded publications and grants may result in missing opportunities to develop valuable relationships with leading scholars. Below are some highlights of faculty contribution from 2015 to current.

### Funded Projects 2015 - 2017

- 2012 – 2017 (\$299,680.55): Capacity Building for Sustainable Local Food Systems Planning in North Alabama through Science, Technology, Innovation and Synergistic Partnerships; USDA 1890 Institution Capacity Building Grant, **Herbert, B (PI)**, Christian, C (Co-PI) & **Izeogu C (Co-PI)**
- 2014-2016 (\$162,887): Intensive Southeastern Training Expansion Program (InSTEP-II) in two Southeastern States in the USA (Phase II). Funded by the USDA-Office of Advocacy and Outreach. Christian, C.S (PI), **Herbert, B (Co PI)**
- 2012 – 2016 (\$293,504): Assessment of Urban Growth & the Generation of Greenhouse Gases in the Huntsville MSA and Engaging the Public for Creating Sustainable Communities Funded by USDA-NIFA, Evans Allen Formula Grant, **Herbert, B (PI)** and Wagaw, M. (Co-PI)

### Proposal Submitted for External Funding.

- Wubishet, T., Lemke, D. & **Gabre, T.** (2016). A strategy to increase underrepresented minority students in geospatial science career. Submitted to National Geospatial Intelligence Agency, \$750,352 (2016 – 2021)



- **Herbert, B., Oluwoye, J.,** Kassama, L., Christian, C. and Bennett, L. Social Awareness and Public Acceptance of the Applications of Engineered Nano-scale Materials in the Agri-Food Industry (\$300,000); submitted to the 2016 USDA-NIFA Capacity Building Grant Program.
- **Oluwoye, J. Herbert, B.,** Perry, T., Ayokanmbi, M, Khan, S. (2016) "Title of the project: A longitudinal Study of Ecological Influences on School Violence among Alabamian Middle School Students". Submission date: 5/25/2016. Funding opportunity number: NIJ-2016-9093. Amount: Five million dollars for 4years
- Ajayi, S, **Oluwoye, J.** etc. (2016) "Feasibility Study of Infectious Diarrheal Disease through Consumption of Street Vended Foods in Osun State, Nigeria". Proposal submitted 4/18/2016 to NIH National Institute of Allergy and Infectious Diseases (NIAID: International Research in Infectious Diseases, including AIDS (R01 \$500,000.00
- **Oluwoye, J.** (2016) "Assessment of Chronological History of African American Involvement in Small Towns Planning in America". Proposal submitted to National Endowment for the Humanities in May 1, \$100,000.00 for 1 year.
- **Oluwoye, J** et.al. (2016) "Marketing and socioeconomic Factors of Organic Farms: Age as a Predictor of Acceptance of organic food Products Alternatives among Metropolitan Population in Alabama". Proposal submitted to USDA-NIFA in March, \$472,000.00 for 3 years
- **Oluwoye, J.** et.al. (2015) "Engaging Minority Middle School Students to STEAM-T Concepts through LEGO Transportation Robotics Design Challenge". Proposal submitted in November, to NSF, \$307,000.00 for 3 years.
- Orok, T, and **Pressley, J.** (2016). National Endowment for the Humanities Public Humanities Projects Historic Places – Planning Application. (\$75,000)

#### Papers Published/Submitted for Publication

- Christian, C. S., Ojha, S. K. and **B. HERBERT.** (2017). Science-oriented and Non Science-oriented High School Student Majors: Do they view the Environment Differently? A Paradigm from North Alabama, USA. *International Journal of Environment and Sustainable Development* (under review).
- Christian, C. S., Ojha, S. K. and **B. HERBERT.** (2017). The Perspectives and Experiences of High School Students towards the Environment – The Case of North Alabama. *Journal of Education & Social Policy*, **3** (6).
- Christian and **HERBERT, B.** (2016). Perceived Socio-economic, Socio-ecological and Socio-cultural Impacts of the Caribbean's Tourism Sector. *Advances in Social Sciences Research Journal*, [S.l.], v. 3, n. 12, Dec. 2016.
- **HERBERT, B.,** Christian, C., Izeogu, C. and Babalola, O. (2017). Food Insecurity and the Food Store Environment in the Southern United States: A Case Study of Alabama Counties, *African Journal of Agriculture and Food Security* (accepted for publication)
- **HERBERT, B., Christian, C., KASSAMA, L., and OLUWOYE, J. (2017).** Quality of Life, Socio-Economic Status and Perceptions of Public Facilities and Services in Small Town America. *Rural Sociology* (under review)
- **HERBERT, B.,** Kassama, L. and Christian, C. (2017). Assessing Food Security and Local Food Systems for Healthy, Livable and Sustainable Communities in North Alabama. *Built Environment* (Under review
- **HERBERT, B.S.** Johnson, N, Robinson, R. and Babalola, O. (2016). Food Deserts and Access to Health Food of Alabama counties. *Journal of Alabama Academy of Science*, 87 (1) pp 58
- **OLUWOYE, J.,** Dairo, O., **HERBERT, B. &** Bukeyna, J. (2016). Assessing the impact of Rural Communities Services, Energy, and Transportation Infrastructure on Agricultural Production Outputs across the Black Belt region: A Conceptual Framework. *International Journal of Interdisciplinary Research and Innovations*. 4(4) pp 14-24.

#### Conference/Professional Presentations

- **HERBERT, B.S.** (2017). Food Environment and Socio-Economic Characteristics in the Southern United States. Paper presentation, National Association of African American Studies, February 16, Dallas TX.
- **HERBERT, B.S.** (2016). Food Insecurity, food deserts & socio-economic characteristics of Alabama counties. Paper presentation, Alabama Academy of Sciences, February 17 – 19, Florence AL.
- **HERBERT, B.S.** (2016). Food Insecurity, Food Deserts & Socio-Economic Characteristics of Alabama Counties. Paper presentation, National Association of African American Studies, February 10 – 13, Baton Rouge, LA
- **OLUWOYE, J.** Dairo, O. Kassama, L. (2017).” Driving under the influence of alcohol and drugs (DUI) among ethnic population in the United States”. Paper reviewed and accepted for presentation at the National Association of African American Studies (NAAAS), February 13-18, Westin Dallas Park Central Hotel, Dallas, Texas
- **OLUWOYE, J.** Ajufo, N. Dairo, O (2017) “ Comparative analysis of commuting patterns of African American, Hispanics and Latino Workers in Alabama” Paper reviewed and accepted for presentation at the National Association of African American Studies (NAAAS), February 13-18, Westin Dallas Park Central Hotel, Dallas, Texas.
- **OLUWOYE, J and Khan, S. (2016) “Development of an Emphasis in Statistics within the Existing Urban Planning and Civil Engineering”** Paper Proposal Accepted for presentation and Published abstract in *Theme: Transforming the Teaching and Learning Environment, p16*, 23rd Annual HBCU Faculty Development Network Conference New Orleans, Louisiana October 20-22.
- **OLUWOYE, J., Strachan, S., Fu, J., Khan, S. (2016) “Improve STEAM-T Concepts to Incoming Freshman Undergraduate AAMU Students through LEGO Transportation Robotics Design Challenge”** Paper Proposal Accepted for presentation and published abstract in *Theme: Transforming the Teaching and Learning Environment, p21*, 23rd Annual HBCU Faculty Development Network Conference New Orleans, Louisiana October 20-22.

#### Appointment to Professional/National Committee Membership & Editorial Boards & Reviewer

- **HERBERT:** National American Planning Association Food Systems Planning Interest Group (FIG), 2016 to present
- **HERBERT:** National American Planning Association (APA) Academic Membership Program Task Force, 2016 – present; chair TF Working Group 1 Committee focused on analyzing the academic membership program evaluating eligibility, pricing and mechanical issues.
- **HERBERT.** National American Planning Association (APA) Diversity Committee, 2017 - present: Committee is charged with promoting diversity within the profession and the APA, and to help planners serve and support more diverse and inclusive audiences; and develop implementable strategies for consideration by the APA Board.
- **HERBERT:** Team Lead Reviewer, USDA Farmers Market Promotion Program, 2016
- **OLUWOYE:** Editor, Journal of Community Engagement & Scholarship
- **OLUWOYE, J:** Editorial member (Editorial Board) of Journal of Management Studies
- **OLUWOYE, J:** Editorial member (Editorial Board) of the International Research Journal of Public and Environmental Health
- **OLUWOYE:** NAAAS Ambassador

<p><b>B. Student learning and achievement:</b> The Program shall report clear indicators of student success in learning the Core Knowledge, Skills, and Values of the profession. Such evidence should clearly identify the learning outcomes sought and achieved for students at either cohort or year level over the accreditation review period.</p>
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As a part of the University's Intuitional Assessment program, all departments and units are required to develop an annual assessment plan at the beginning of the academic year and then an assessment report would be completed at the end of the year. Page 39 in Part IV.C shows the 2015 – 2016 Annual Assessment Report for the BSUP program. This report documents the expected student learning outcomes for the program, the assessment measure, targets, results and plans for improvement.

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

**STUDENT RETENTION & GRADUATION RATES**

Enrollment Year	BSUP Students	BSUP Completion
2011-2012	29	8
2012-2013	26	8
2013-2014	30	6
2014-2015	27	2
2015-2016	22	3
2016 - 2017	24	4

- The overall retention rate for the BSUP Program between 2012 and 2016 has been approximately 90%.
- The average number of BSUP students in the program between 2011 and 2017 was 26.
- The average number of degree completions for the BSUP program between 2005 and 2017 was 5.
- The approximate percent of undergraduate students graduating within 6 years between 2012 and 2017 was 95%.

**Table 6.C.1. STUDENT RETENTION RATES**

Academic Year		2012-13	2013-14	2014-15	2015-16	2016-17
<b>Retention Rate*</b>	Fulltime	14	19	7	21	16
	Part-time	NA	NA	NA	NA	NA
	Dual degree	NA	NA	NA	NA	NA

**Table 6.C.2. UNDERGRADUATE STUDENT GRADUATION RATES**

Academic Year			2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
# New Students Admitted who Enrolled*	Fulltime		8	4	7	3	8	9
	Part-time		NA	NA	NA	NA	NA	NA
	Dual degree	NA	NA	NA	NA	NA	NA	NA
Graduation Rates								
Graduation Rate 4-year	Fulltime		60%	60%	65%	58%	60%	60%
	Part-time		NA	NA	NA	NA	NA	NA
	Dual degree		NA	NA	NA	NA	NA	NA
Graduation Rate 5-year	Fulltime			30%	35%	30%	25%	20%
	Part-time			NA	NA	NA	NA	NA
	Dual degree			NA	NA	NA	NA	NA
Graduation Rate 6-year	Fulltime				0%	12%	15%	20%
	Part-time				NA	NA	NA	NA
	Dual degree				NA	NA	NA	NA

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

**Table 6.C.3. NUMBER OF DEGREES AWARDED**

Academic Year	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Degrees Awarded	8	8	6	2	3	4

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

Student achievement and success is extremely important to DCRP as the department is dedicated to the intellectual development of an outstanding body of students who we will equip to become leading practitioners, planners and researchers who will advance positive change in society's global market place. Our students have exhibited remarkable success and achievement as evidenced the agencies they work for and by their letters on pages 20 – 27 in Part IV.C.

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

The most recent alumni survey (Spring 2017) indicated that BSUP graduates agreed that the program had effectively prepared them to practice planning and had provided them with the knowledge needed for their jobs (See page 41 in Part IV.C.

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

An average of 90% of the students who find employment within one year of graduation are employed in some type of professional planning, or planning related position or field. However, of the 72 alumni who responded to our recent survey, 64% of the participants indicated that they had a planning position for their 1<sup>st</sup> jobs.

**TABLE 6.D.2. STUDENT EMPLOYMENT DATA**

Graduation Years Ending		May 2012	May 2013	May 2014	May 2015	May 2016
Graduates employed within 1 year of graduation in a <b>professional planning or planning-related job</b>	Number		2		1	1
	Percent		33.3%		50%	33%
Graduates who pursue further education within 1 year of graduation.	Number		2	1	1	2
	Percent		33.3%	33%	50%	66%
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number		1			
	Percent		16.7%			
Graduates with unknown employment status	Number	3	1	2		
	Percent	100%	16.7%	66.7%		
Total	Number	3	6	3	2	3
	Percent	100%	100%	100%	100%	100%

**3. Graduate certification:** The Program shall document the percentage of master's graduates who pass the AICP exam within 3 years of graduation, and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation. If the Program believes that alternative credentials are meaningful to its goals and objectives, the Program may supplement its AICP data.

Analysis of the data on AICP certification shows that a majority of the program graduates have chosen not to take the AICP exam with the 3 (5) years after graduation. The majority of the graduates appear to be working in environments and positions in which the AICP is not required and therefore graduates are not attempting the examination. The data showed that between 2011 and 2016, 12 graduates attempted the AICP, and only one of

which who took it within 3 years of graduation. Five graduate took the exam two or more times, while 6 took it once and one passed.

**Table 6.D.3. AICP Exam Data**

The table shows that only 2 of the BSUP graduates have taken the AICP exam between November 2011 and May 2016. None have been successful.

**BSUP Students Taking the AICP between 2011 and 2016**

EXAM CYCLE	TOTAL SCALED SCORE	DEGREE LEVEL	GRADUATION
2009MAY	40	B	5/1/1997
2008MAY	44	B	5/1/1999

The data also shows that BSUP graduates are electing not to take the AICP examination within 5 years after graduation. This is an issue that the Department plans to address by collaborating more with the APA State Chapter to develop strategies to encourage more graduates to attempt the exam.

Graduation Years Ending	Month Year	Month Year	Month Year	Month Year	Month Year
<b>Master's program graduates who take the exam within 3 years of graduation</b>					
<b># who take exam</b>	0	0	0	0	0
<b>% of takers who pass the exam</b>	0	0	0	0	0

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

Below are some of the areas in which the BSUP students work and contribute to the profession

- Jermario Williams: President/CEO at JDW Housing & ReDevelopment, Greater St. Louis Area focusing on rehabilitation of housing in urban areas in order to foster urban renewal in low-income areas.
- Ta'Lisa Neloms, Community Planner for NAVFAC- NW Naval Facilities Engineering Command
- Afu Okosun, Independent Consultant - Lifestyle & Wellness, Project Management, Community Planning & Creative Strategy, Greater Atlanta
- Andrew Ragsdale, Diversity & Inclusion Specialist at Missouri Department of Transportation Columbia, Missouri
- Deja Strong, InspireSTL College Support Coach at Wyman Center @WymanCenter Greater St. Louis
- Jeremiah DeShaz, Shock and Vibration Engineering Technician III at Jacobs Baltimore, Maryland
- Tyler Pearson, AmeriCorps VISTA Volunteer - Outreach Coordinator, Birmingham, Alabama
- Donald R. Morgan, M.S., MPA Statewide Local Program Coordinator at Florida Department of Transportation, Tallahassee, Florida
- Philip Gentry, MPA, Illinois Association of Community Action Agencies, Springfield, Illinois

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

**Student Poster & Oral Presentations:**

- **Poster:** *“Educating the Community on the Impacts of Water Management and Climate Change In Henry County, Georgia”* by Gewel Richardson (undergraduate) - 3<sup>rd</sup> place winner in her category, EPA’s Region IV Global Environmental Youth Symposium,

**Student Internships/Experience Learning Opportunities:**

- **Marley Hicks:** Urban Impact Inc., Birmingham Alabama, Summer 2016 & Summer 2017
- **Jeran Herbert:** REU, China, Summer 2016 & Summer 2017
- **Giavani Smith:** REU, China Summer 2016

**Leadership Positions:**

- Jeran Herbert - Senator, Student Affairs, Food Pantry Coordinator, 2016 - 2017
- Gewel Richardson – Vice President, Urban Planning Association, 2017 – 2018; Treasurer of the Pre-Alumni Association, Bowling rep for SAAC
- Marley Hicks – President of Collegiate 100 “in training”

**Scholarship:**

**Mario Dofat** – Alabama Farm Credit Scholarship recipient

## STANDARD 7 – PROGRESS

**The key elements of an outcomes-based assessment plan include making decisions about programmatic changes based on analyzing the outcomes data collected, and by connecting the changes made to long-term objectives, including those objectives that aim towards excellence.**

Outcomes assessment involves the collecting of pertinent information that indicates whether the services, activities, and experiences DCRP and its programs offer are having the desired impact. Outcome assessment has three states: i) defining the key important goals for students (and faculty) to achieve as a result of participating in an academic experience (outcomes); ii) evaluating how well goals are being achieved (assessment) and iii) using the results to improve the academic experience (closing the loop). Enhancing quality through the improvement of instruction and student learning, as well as support services is the primary focus of all assessment activities. DCRP's outcome assessment is part of a university-wide annual outcome assessment process which focuses both on improving teaching by analyzing student learning outcomes and quantitative and on the program/discipline as a whole, how effective it is, and that our students are learning. The matrix below shows DCRP's Outcome Assessment Plan, including goals, strategies, indicators and performance and next steps.

## Outcomes Assessment Plan

<b>Goal 1: Create and implement a state-of-the-art, technology-enhanced student-centered environment that provides high quality instruction and promotes critical skills for students' personal, academic and professional preparation for graduate studies and future labor force of the new millennium.</b>					
<b>Outcome/ Objective</b>	<b>Performance Indicator/ Measurement Tool</b>	<b>Program Benchmark</b>	<b>Timeframe</b>	<b>Results</b>	<b>Analysis/Action Plan</b>
Foster a strong sense of community among students, alumni, and faculty				<p>90% of planning students become members of and participate in the Urban Planning Association (UPA)'s activities</p> <p>UPA coordinate a community outreach activity each semester</p> <p>All students assigned an alumni mentor.</p> <p>UPA hosts semester orientation sessions</p> <p>Upgraded Facebook, LinkedIn, Twitter and Instagram pages/sites</p> <p>Monthly professional development series with practicing planners</p> <p>50% increase in students interaction with planners and other professionals</p>	
Develop a learner-centered strategy focused on enhancing real-life skills, such as collaboration, higher-order thinking, and problem-solving	<p>Learner-Centered Model</p> <p>Monthly Seminars</p>	<p>Model based on</p> <ul style="list-style-type: none"> <li>• Information Literacy (ability to find useful &amp; reliable information)</li> <li>• Communication (communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes with a focus on technology)</li> <li>• Creativity &amp; innovation (in thinking and working habits)</li> </ul>	Fall 2016 - Continuous	Model was adapted from the 2013 publication "Blended Instruction: Exploring Student-Centered Pedagogical Strategies to Promote a Technology-Enhanced Learning Environment" from the Center for 21st Century Skills at Education Connection.	In Fall 2017, assignments will be revised in the UPL 103 and UPL 407 classes to improve the weak components. At the end of the semester, comparisons will be made with the results from the Fall 2016 classes. The model

		<ul style="list-style-type: none"> <li>• Collaboration (work independently and in teams to solve problems and accomplish goals)</li> <li>• Problem solving (analyze, synthesize, and evaluate to enable viable solutions)</li> <li>• Responsible Citizenship (value and demonstrate responsibility, character, and ethical behavior)</li> </ul> <p>Seminars to target specific skills</p>		<p>Projects and assignments for UPL 103 and UPL 407 were revised to incorporate elements of model. Overall, students responded well to the elements of the model but weakness were still found predominantly in the information literacy, communication and problem solving components.</p> <p>Monthly seminars developed on Excel, SPSS, and PowerPoint to improve students' data analysis, oral presentation and verbal and written communication skills.</p>	<p>will also be introduced in the UPL 101 and 201 classes.</p> <p>The long term plan is for the model to be fully incorporated into all of the core cores, but with the idea that each course will focus strongly on specific components of the model which will be connected to the PAB KSVs.</p> <p>The seminars will continue based on the needs of the students.</p> <p>The department plans to develop a list of recommended general education and university elective courses appropriate as enhancements to the planning major developed.</p>
	Department involved with AAMU's 2014-2019 Quality and Enhancement Plan (QEP) and	Faculty attend AAMU's annual Quality Enhancement Plan "Dare to Think" Workshops	Annually	Faculty attended "Foundational Workshop on Critical Thinking and Teaching for Critical Thinking" with Gerald Nosich in October 2014	The regular attendance to these workshops and similar training will be a part of the



	other Critical Thinking training events			Faculty attended “Critical Thinking for the 21 Century and the Role of GIS”, GEO Huntsville Conference, Huntsville, AL, November, 2012	Department’s Annual work plan.
	Professional development series	<p>Students attend the following activities:</p> <ul style="list-style-type: none"> <li>• Fall Home coming symposium</li> <li>• Spring Future of the City Symposium</li> <li>• Monthly Brown Bag Series</li> </ul>		<p>The department has regularly held its symposia for the past 20 plus years. Some of the recent themes include:</p> <ul style="list-style-type: none"> <li>• Bulldog Beautification &amp; Creative Placemaking - A Collaborative Plan for AAMU’s campus (Fall 2015)</li> <li>• Planning for a Future of Unprecedented Urban Challenges through Proactive Preparation (Fall 2016)</li> <li>• Healthy, Livable and Sustainable Communities within the Huntsville Metro Region: We have apps for that! (Spring 2013)</li> <li>• Promoting Inclusive Economic Growth through Improved Food Security &amp; Poverty Reduction in the Huntsville Metro Region (Spring 2015)</li> </ul> <p>Brown Bag sessions targeted skills – data analysis techniques, oral presentation and verbal and written communication, using latest technologies for planning data management, analysis and communication</p>	These activities have been very successful and have exposed students to the multi and interdisciplinary nature of Planning. The Department plans to continue with these activities.

Identify annual pedagogical training opportunities for all faculty to increase teaching effectiveness for high quality instruction and student engagement and achievement.	Centers for Excellence in Teaching & Learning (CETL) Workshops, Seminars & On Demand Training	Faculty to attend at least one of the CETL's workshops on Pedagogy/ Teaching Strategies or live webinars on Student Motivation, Teaching Strategies, Classroom Management, Critical Thinking, Customer Service, & Retention or complete an on-demand professional development training by Go2 Knowledge	Annually	Some faculty has taken advantage of CETL's training opportunities: eg Go2 Knowledge Certifications of Completion were awarded to Dr. Herbert in Fall 2016 in the following <i>"Student Motivation: Increasing Engagement, Persistence &amp; Learning"</i> and <i>"Student Motivation: The Key to Improving Retention and Student Success"</i>	CETL's offerings have not been widely known to all faculty and as a result, many have not taken advantage of these. However, it is the intent of the Department to require that at least one of these training events are included as part of all faculty members' work plans. At the end of the semester, the Department will assess how faculty have incorporated information from training into the respective courses.
Expand opportunities to expose students to STEAAM learning to fully integrate transdisciplinary problem-solving to real world challenges	Participation in AAMU's Annual STEM Day  Volunteer opportunities through UPL 103	At least two undergraduates to participate in STEM Research Poster presentation  All students exposed to an internship or volunteer opportunity	Annually  Annually	Students have participated regularly in AAMU's STEM Day presenting posters on topics such as traffic congestion, greenhouse gas emissions and climate change, food security, and sustainable development.  All students are required to take UPL 103 which has a requirement of 25 hours of community/volunteer or civic engagement. Students volunteer agencies such as Habitat for Humanity, Boys & Girls Club,	BSUP student participation in the STEM day presentation has been low but it is expected to improve. The Department will make it a requirement for students to present a poster on their Senior Projects. For the internships and volunteer projects students were challenged to

	Expanded service-learning/civic engagement Community Campus Partnership (CCP)	10% increase in partners in the CCP		AAMU's Bulldog Pride Committee, Arts Huntsville etc.	think qualitatively about the needs of a community and their roles and responsibilities. This is a very successful activity that exposes students to STEAM learning.
	Research for Undergrad Opportunities	Students participate in a Research Experience for Undergraduate (REU) program	Annually	<p>Relationship were established to expose students to additional experiential learning opportunities. Agencies included:</p> <ul style="list-style-type: none"> <li>• EPA Region IV</li> <li>• Alabama Alliance to End Homelessness</li> <li>• Collaborative Solutions, Inc.,</li> <li>• The Low Income Housing Coalition of Alabama</li> </ul> <p>• Michael Knots, Jeran Herbert &amp; Giavani Smith participated in a REU program and interned at Nanjing University, China, Summers 2013, 2016 &amp; 2017</p>	<p>The department also plans to integrate the existing CCP into all outreach activities of researchers, faculty and students of the Department and Center for Urban and Rural Research (CURR)</p> <p>The students' experiences abroad exposed them to a more holistic and blend approach to analyzing problems in the urban environment.</p> <p>The Department plans to partner with the Confucius Institute on campus to seek to expand this program for urban planning majors.</p>
Expand capacity and upgrade Smart Classroom to use technology-	Upgraded Smart Classroom	Facilities upgraded for distance learning, videoconferencing, and scrutinizing spatial and temporal data and imagery		The Smart Classroom currently has 20 laptops for student use, however, the laptops need to be	The Smart Classroom currently has 20 laptops for student use, however, the

enhanced learning to complement strong instruction.				upgraded annually and funds are needed to support this.	laptops need to be upgraded annually and funds are needed to support this.
	Facilities Grant	Submission of a proposal for participation in AAMU's Facility Grant	Annually	USDA CBG submitted in Spring 2017 "Enhanced Minority Student Recruitment and Training in Sustainable Agriculture using a Strategic Enrollment Management Perspective"	Seek annual funding opportunities

**Goal 2: Prepare entry level professionals with a unique balance of technical, theoretical, and strategic tools and broad-based interdisciplinary planning knowledge needed to propose innovative solutions for communities**

<b>Outcome/ Objective</b>	<b>Performance Indicator/Measurement Tool</b>	<b>Program Benchmark</b>	<b>Timeframe</b>	<b>Results</b>	<b>Analysis/Action Plan</b>
Create joint interdisciplinary minors/concentrations in areas such as geography, economics, political science, sociology, civil engineering, environmental studies, entrepreneurship and real estate.	Concentrations and Specializations	Strengthen specialization tracts for Urban Planning students  Develop concentrations for non-Urban Planning students	2015-2018	The majority of BSUP students elect to take minors outside of the Department. The faculty met in Spring 2017 and made the decision to strengthen the specialization tract offerings for students to take within the Department. In Spring 2017, two concentrations were developed and approved by AAMU's Board to be effective Fall 2017. These are i) Urban Planning and Design and ii) Transportation Management & Logistics (a joint concentration between Urban Planning and Logistics)	Prior to the start of the AY 2017 – 2018 year, the faculty will meet to decide which specializations to strengthen for the BSUP program beginning Fall 2017.  The Department plans to do an annual review of AAMU minor program offerings and suitability as planning-related "specializations" and incorporate into student advising process.
Expand capacity and upgrade Smart Classroom to support the use of GIS to integrate spatial and non-spatial data for strategic decision making.	Upgraded Smart Classroom	Facilities upgraded for distance learning, video-conferencing, and scrutinizing spatial and	2015-2018	The Smart Classroom currently has 20 laptops for student use, however, the laptops need to be upgraded annually and funds are needed to support this.	The Department will seek to get the Smart Classroom upgraded through the Facilities Grant.

		temporal data and imagery			The department intends to introduce the use of drone technology to integrate with the GIS.
Train students to collaborate and work in teams on the development of professional plans and documents that will serve as guides for growth and development in cities and regions	Workshop projects	All Workshop classes have outreach projects	Fall 2015 – Spring 2020	The UPL 408 Comprehensive Planning Studio class allows for students to work in teams on their project. Most of the projects are conceptual plans, however, the Department periodically receives request for assistance with real world plans. These have been very successful and clients have been pleased with the outcomes.	The Department will seek to ensure this class affords the opportunity to all students to work on real world technical projects.

***Goal 3: Strengthen the program recruitment and advisement process to ensure a high level of competent and knowledgeable graduates who can successfully leverage their knowledge and skills to serve the Planning profession.***

Outcome/Objective	Performance Indicator/Measurement Tool	Program Benchmark	Timeframe	Results	Analysis/Action Plan
Partner with selected high schools and community colleges to create a direct pipeline of students.	Dual credit courses Matriculation agreements	Create a direct pipeline of students annually 10% increase in student enrollment	Annually	In AY 2016-2017, the Department created an “Adopt a local High School” project with each faculty member agreeing to participate. Faculty members along with their Biweekly students and Graduate Research Assistants would develop implement strategies for student recruitment.	The Department intends to expand the list of schools in the partnership to include all high schools and community colleges within a 10 mile radius from the University.
	Open House	One Open House per semester –	Annually	On campus Open Houses have been most successful when they are done	The Department intends to support the model of

		one on campus and one off campus		jointly with the other programs under the College.	collaborative open houses for both on and off campus events
	Partner with the North Alabama Center for Educational Excellence (NACEE) Upward Bound Programs	4 NACEE students trained	Annually (Summers)	The Department partnered with NACEE in Summer 2016 (with 1 students) and 2017 (4 students). Students worked on a Walkability Project, Summer 2016 and Campus Community Assessment Project in Summer 2016	The Department intends to seek funding to pay stipends for at least 5 students each summer.
Work with the Office of Admissions to have a concurrent enrollment of high school students annually in online/dual credit courses.	Undecided major listing	Extracted listing of undecided majors to target	Each semester	The Office of Admissions each semester provides a list of the undecided majors.	The Department will assign a faculty to be responsible for following up with the students on the undecided major list.
	High School Senior Day	Participation in High School Senior Day	Annually	DCRP faculty and students participate in the annual High School Senior Day every fall and interact with an average of 50 students.	The Department will continue to participate in this activity and seek to increase the interaction with potential students by at least 50%.
Cultivate a relationship with University College to strengthen the advisement process to increase freshman first year retention rate.	Meetings with university college staff, Registrars and other pertinent units of the University  Freshman-to-sophomore retention rate	Regularly scheduled meetings with university college staff  90% Freshman-to-sophomore retention rate	Each semester  Annually	The department has had sporadic and informal meetings with the University college staff. These have been productive but there needs to be a regular schedule with specific outcomes.	The Department plans to establish regular meetings with specific outcomes to strengthen the advisement process  The Department will more closely monitor the freshman to sophomore retention rate and develop initiatives to increase this rate.
Expand pool of scholarship funds for students.	Scholarships	50% of students who apply obtain scholarships		Annual Benjamin Banneker Scholarship and Awards Banquet held every Spring semester is designed specifically to raise funds for the LL Crump Scholarship for undergraduate students. At least one	The Department will ensure that this list of scholarship opportunities continue to be posted on the bulletin board and on its Facebook page to increase

				<p>undergraduate student is usually chosen for this scholarship each year. It is the intention of the Alumni (who manage this scholarship) to increase this to 5 in the upcoming year.</p> <p>BSUP students have been successful in obtaining a number of other scholarships, eg. Alabama Farm Credit Scholarship; CALNS Backpack program for new students; Dwight D. Eisenhower Fellowship; Summer Undergraduate Research Fellowships, &amp; NSF's Research Experiences for Undergraduates</p>	<p>the number of students who are aware of the opportunities.</p> <p>The Department will seek to ensure that information pertinent to incoming freshmen and transfer students are posted at the local high schools and junior colleges.</p>
Strengthen the cadre of advisors trained to work with freshmen, transfer and international students	Trained advisers	Faculty attend at least one training session offered by CETL each semester		Some faculty have participated in CETL training focusing on areas such as student, recruitment and student success. Faculty also use the Early Warning Indicator developed by the University to alert students if they have failing grades.	The department plans to implement a more formal process for training of its faculty as advisors.
Maintain an active presence of faculty and students in various professional and academic organizations.	Student Membership in APA and AL chapter of APA	50% of students become members of and/or participate in the Alabama APA Chapter, National APA, Association of Collegiate Schools of Planning, and other		Currently about 30% of the students are members of APA (National and Alabama chapters).	<p>The Department will ensure that faculty and staff continue to participate in local APA chapter events. The Department will also seek to host at least one event per year in conjunction with the chapter.</p> <p>The Department will seek opportunities for students and faculty members to obtain membership in other planning related organizations.</p>



		appropriate professional organizations			
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**A. Progress towards goal attainment:** The Program shall demonstrate its progress since the last accreditation review in meeting program goals and objectives as measured by performance on the outcomes identified in Standard 6.

The Department of Community & Regional Planning has made significant progress since its last review, despite the many challenges. One of the major accomplishments include the development of our 2015- 2020 Strategic Plan which aims at addressing a number of issues raised by the previous accreditation review. Through a stakeholder centered process, which included faculty working sessions, an alumni survey, meetings of the Advisory Board and visioning sessions with the students, a comprehensive and ambitious 2015 – 2020 DCRP Strategic Plan was developed. This Plan aimed to strengthen the programs’ mission statements, goals and objectives, enrollment efforts and strategies, program leadership, research publications and outreach activities, grants and contracts, outcomes assessment and the department’s sphere of influence. The foundation of the plan was based on AAMU’s vision to be recognized as the premier Land-Grant institution of choice for students, faculty, staff, and future employers of its students and as a nationally and internationally center of excellence in teaching, research, outreach with exceptional academic programs and globally competitive students.

The previous accreditation review indicated that the mission and goals statements for the MURP and BSUP were distinct, but yet many of the objectives were common to both and that the objectives, which lacked metrics for measurement, were not always clearly related to the stated goals or appeared to restate the goal. In addition, the reviewers felt that the goals statements are more operational than aspirational. The Department concurred with the review and conducted an intense and comprehensive overhaul of the programs’ mission and vision statements, and goals and objectives in fall 2014. The goals were further refined in spring 2017 to further support the mission of the Department, College and University.

The previous review indicated that in reference to the policy on research and scholarly activities, there were no formal statement of expectation for faculty activities particularly for promotion and tenure resulting in possible misunderstanding of the requirements. There was a suggestion the program may want to consider adopting standards that were better aligned to the program’s mission and to include support for anticipated new and/or junior faculty. However, as indicated in the program’s 2012 response, this is an error. Although there are no specific policies that are unique to the program, detailed information with respect to appointment, tenure and promotion are clearly documented in AAMU’s Faculty/Administrative Staff handbook (Section 3: Employment and Appointment Procedures, - (see 3.2 - Faculty Appointments and 3.3 - Faculty Rank; 3.8 Faculty Appointment 4.0 Performance, Promotion and Tenure) June 2003 edition, and Sept 2011 revised edition) as well as in the AAMU Website. A copy of the Handbook is available in the Department Chair’s office, the Office of Academic Affairs and the Human Resources office. Faculty members are reminded of these requirements in connection with their annual evaluation at the beginning of the school year during preparation of annual work plans. During the faculty searches, it is clearly communicated to potential candidates and policies and requires with regards to research and scholarly activities. In addition, the Chair also verbally informs new faculty about tenure and promotion requirements and expectations on assumption of duty. In addition every faculty is expected to familiarize him/herself with the policies of the University concerning faculty employment.

Other areas of enhancement recommended by the prior review focused on faculty mentoring, succession planning, program leadership and program restructuring; recruitment and enrollment, research and publication, funding and relationship with state APA.

#### ***Faculty mentoring and succession planning***

A key perspective is that successful organizations engage in a considerable amount of mentoring and coaching to identify, develop and utilize existing talent, including the talent of women and minorities. For DCRP, this practice results in identifying and nurturing of junior faculty as potential leaders. Upon joining the department as two junior faculty members in 2006 and 2010, respectively, Drs. Herbert and Fricano were mentored as potential leaders by the then chair, Dr. Izeogu and the former chair, Dr. Constance Wilson. It is the intention of the department to continue this practice and the department plans to do the same with the potential two new recruits for the fall.

DCRP recognizes the importance of mentorship to enhancing research productivity, increasing faculty retention, recruitment, productivity and satisfaction, as well as decreasing faculty attrition and promoting a more positive organizational climate. In fall 2017, this department plans to strengthen its mentoring process and link it to the university-wide mentorship program to more effectively focus on the successful and timely promotion of junior faculty from Assistant to Associate Professor.

As recognized by the prior site review team, DCRP's programs did remain in tact through a comprehensive university-wide restructuring and had significantly benefitted from a highly stable faculty, who at that time had an average length of tenure of more than 20 years with the Department. However, as was also recognized during that review, over the next several years, the program would and did experience significant change as a number of core faculty retired. This was a high priority for the Department and during a May 15, 2012 faculty meeting, Dr. Izeogu raised the need for a Succession Plan to address these eminent changes. During the prior accreditation review, the Department had a total of 8 faculty members, however, during 2014 and 2016, five faculty members retired and one accepted a position at another institution. As part of the succession planning efforts two new faculty members were brought on board – Dr. Teshome Gabre who as a Research Associate with DCRP and Dr. Joyce Ann Pressley who was recruited from Morgan State University. In addition, Dr. Izeogu who received Emeritus status but retired in the summer of 2016, was asked to remain with the Department in the capacity as an adjunct professor teaching two courses each semester during the 2016 – 2017 academic year. DCRP's faculty mentoring also became part of the succession planning activities with efforts made to expose junior faculty who were interested in leadership activities.

Another element that is used as part of our informal succession planning is open searches. At this point in time, open searches are limited to adjuncts, however, this gives the Department access to a relatively large and diverse pool of persons from which to choose our adjunct faculty. For the future, the Department has plans to develop a white paper to submit to the administration to stress the importance of workforce planning along with strategies which DCRP will develop taking into consideration supply of planning educators, and students, changing demographics, the changing landscape of higher education, funding and the impact of technology. We will also formalize our current process and identify leadership training for individuals who may be interested in future leadership positions. We will propose that the university considers developing an Academic Leadership Institute for persons interested in becoming administrators.

### ***Program restructuring***

The result of the changes, as of fall 2016, the Department had 2 fulltime faculty, one full time contract faculty and one part time (Emeritus) faculty teaching in the graduate program. In order to ensure the effective delivery of the curriculum, faculty members increased their work commitment and the Department further involved planning professionals in the Huntsville area to conduct seminars and in class lectures to supplement the curriculum. In addition, a number of retired faculty, particularly, Mr. Joseph Lee, the immediate past Interim Chair, volunteered his time to assist with curriculum delivery. Other retirees such as Dr. Constance Wilson also contributed by sitting on various terminal research and thesis committees. Dr. Wubishet Tadessee, the ESRI certified on-campus trainer, provided invaluable support assisting in teaching the URP 526 Computer Applications in Planning class. In addition, students are given the flexibility to take up to six elective courses for their specializations from other departments which also eased the burden for the faculty.

Due to significant cuts in the state budget, the University did not commit to new hires until fall 2016. Since then, the department, given permission to hire two new assistant professors, posted a search in November 2016. The department considered the turnover of faculty an opportunity for the program to seek new areas of focus and to bring in individuals to support these. As of June 2017, two individuals have accepted letters of employment to begin in fall 2017. These candidates, with doctoral degrees in Planning from Cornell and University of California, Los Angeles, will be great additions to the current faculty. Their knowledge, skills and experience will strengthen new areas in which the department is growing and support the programs long term goals.

In terms of the chair position, the search committee, its composition and mandate is controlled strictly by the Dean's Office. As indicated in Standard 5 under program leadership, the department has been challenged in meeting the PAB requirement as this process is outside of the control of the Department. After communicating to Dr. Walker the dire importance of having a full

chair in place particularly as the department was going up for reaccreditation, the Dean formed a new committee in Fall 2016 with a new advertisement placed on the University website in Spring 2017. The Dean has expressed his and the University's commitment to having a full chair in place during the 2017/2018 academic year.

### ***BSUP Program Enrollment & Recruitment***

Enrollment in undergraduate planning programs is on the decline nationally and the same trend is observed here at AAMU. Between 2011/12 and 2016/17, enrollment showed an overall decrease from 29 to 24 students, a decline of 17%, however, it is the intent of the Department to actively seek to grow the program by 25% during the next four academic years. To assist with cost of attendance, the department offers five biweekly opportunities for undergraduate students. The LL Crump Scholarship which provides \$1,000 to students has been primarily dedicated towards undergraduates. In addition, the College has offered the Alabama Farm Credit Scholarship and has a backpack program providing free laptops and other supplies to students majoring in Urban Planning.

In addition to the financial incentives, DCRP has a number of other recruitment initiatives which include the following:

- Host open houses on campus to attract undergraduate students particularly from the social sciences
- Work with CALNS to participate in recruitment trips to local colleges
- Revamp program material in print and media to be more informational and attractive
- Use alumni as local recruiters in their respective communities
- Produce and show informational videos about DCRP on the department's Facebook page
- Upgraded DCRP website and Facebook page to be an easily accessible and good sources of information for prospective students

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### ***Relationship with the state Chapter of APA***

The Department has typically had a good relationship with the Alabama APA chapter. Faculty and students from the Department have always participated in the annual conferences. Typically, an average of 8 students have attended these conferences in the past three years. In 2015, during the joint ALAPA and Mississippi State Chapters conference, one undergraduate student (Dwight Tigner) won first place in the student poster presentation competition.

The Department recently participated in the ALAPA North Section's June Planning meeting which involved the Sheffield Village One (1918) as an Historic Neighborhood Planning and Design tour. A total of seven students and one faculty member participated in this event. The Department is making plans to participate in the joint AL-MS APA Chapter 2017 conference. Students will participate in the student poster competition.

### ***Outcome assessment***

The program has a process for continuous refinement of its outcomes assessment mechanism to provide more useful data for decision-making. At the institutional level, academic program review provides faculty and administrators with information to assess program strengths and weaknesses. This assessment is part of the University's Academic Program Review Process. Faculty from the program under review conducts the self-study activity and selects an external reviewer from a peer institution to evaluate the program and provide its findings. At the departmental level, DCRP uses the Southern Association of Colleges and Schools (SACS) outcome assessment process which requires an annual assessment and report on students learning outcomes, assessment measures, assessment results and the use of these results. The Office of Institutional Planning, Research and Effectiveness works closely with program faculty to coordinate the program

review process by providing information and guidance during the self-study in addition to support. In addition, the department developed its own internal model to ensure that the SACS process was properly linked to the PAB process.

### ***Summary of Accomplishments***

Despite the turbulent times, the Department has ensured that its programs continue to flourish and to expand its sphere of influence. Due to foresight, effective strategic planning and support from the University and other stakeholders, the department transitioned smoothly throughout this challenging period. There was a relatively effortless transition as the departmental leadership was transferred from Dr. Izeogu to Mr. Lee then to Dr. Herbert. During this period (Fall 2011 and Fall 2016), student enrollment in the MURP program increased by 64% and the total program numbers grew by 20%; 72% of the faculty submitted at least one competitive grant (\$300,000 and above) for funding; 70% presented papers at least one major Planning or planning-affiliated conference; 70% have had at least one major publication; 55% have been Principal Investigator on at least one major competitive grant that has been funded between 2011 and 2017; 75% of the students have had an internships/volunteer experience and/ or had the opportunity to present their research at a conference. During this period, the Department increased its partnership with external agencies and institutions such as USDA Environmental Systems Institute, EPA Region IV, The Alabama Alliance to End Homelessness, Collaborative Solutions, Inc., and the Low Income Housing Coalition of Alabama. The Department partnered with Georgia Institute of Technology to develop a Hubert H. Humphrey Fellowship proposal and with Albert Einstein College of Medicine – Dr. Earle Chamber, Epidemiologist was a keynote speaker at the department’s first annual Planning conference. The Department was also the led in the development of the College’s 2012 – 2015 and 2015 – 2020 Strategic Management Enrollment Plans. The Department hosted the first annual conference on “Planning for Progress, People and Sustainable Development in a Global Society”. We exposed students to opportunities to travel to New York and Washington DC to meet with officials about the UN’s Sustainable Development Agenda.

Other areas of progress specific to the BSUP program include increased internship and service opportunities for students to participate in on-campus and off-campus service and leadership opportunities:

- i. All 40 students in the spring 2017 UPL 103 class volunteered 25 hours each to various non-profit and other agencies in the local area.
- ii. Two students participated in the Research Experience for Undergraduates in China in 2016.
- iii. Students interned in Birmingham Summer 2016 for Urban Impact, Federal Highway Administration (Seattle & Washington DC, Summer 2015):
  - Marley Hicks – interned at Urban Impact Inc. in Birmingham Alabama, Summer 2016 and Summer 2017
  - Divine Smith, Gewel Richardson and Anqi Chen – volunteered at Community Development’s Housing Fair, November 2016
  - Dwight Tigner interned with the City of Dothan Planning Department in Dothan, Alabama in summer 2015 updating city maps using GIS tools and reviewing transportation improvement programs.
  - Giavani Smith interned with the Federal Highway Administration in Washington D.C. for the summer 2015 as a Transportation Workforce Analyst in the Office of Technical Services.
  - Michael Knots participated in a Research Experience for Undergraduate program and interned at Nanjing University, China, Summer 2013
  - Jeran Herbert & Giavani Smith participated in a Research Experience for Undergraduate program and interned at Nanjing Forestry University, Nanjing, China, Summer 2016
  - Jeran Herbert participated in a Research Experience for Undergraduate program and interned at Nanjing Forestry University, Nanjing, China, Summer 2016
  - Gewel Richardson interned at the Henry County Planning and Zoning Department, Henry County GA, Summer 2016 and 2017
  - Students volunteer at the Edmonton Heights Family Life center through AAMU-CDC
- iv. Students won competitive scholarships:
  - Gewel Richardson – LL Crump Scholarship
  - Mario Dofat – Alabama Farm Credit Scholarship

***Over the past two years the Department has undergone a restructuring which involved:***

- Expanded workspace for the Center of Urban & Rural Research CURR
- Development of a Center for Academic Student Engagement and Success (CASES) in the College of Agricultural, Life & Natural Sciences
- Restructured the management of the Affiliate State Data Center and in the process of ordering new data and supplies for the Center
- Expanded Working Papers in the Series
- Inclusion of two emeritus professors
- Regular brown bag sessions to improve flow of information between faculty and students
- Development of a student manual (in progress)
- Hosting the first annual conference on “Planning, Urban Growth & Sustainability in a Global Environment” with the intent to offer CM credits, beginning summer 2018

***The department improved its image, visibility and impact of its programs:***

- Upgraded website and Facebook page
- Faculty nominated to leadership positions on APA National committees and taskforce – APA Membership Taskforce and Diversity Committee
- Faculty selected as Editors for various journals eg Journal of Community Engagement and Outreach
- Faculty selected as Team Lead Reviewer for USDA’s Farmers Market Promotion Program, 2016 & 2017
- Developed partnership with professional agencies/educational institutions such as USDA, Georgia Institute of Technology, Albert Einstein College of Medicine, SUNY Buffalo, AAMU-Community Development Corporation, and EPA Region IV for experiential learning for students
- Faculty have increased leadership in college/university committee eg department faculty chairs CALNS Strategic Enrollment Management Plan
- Faculty hold membership on local agencies and boards eg Leadership Huntsville, Big Brothers/Big Sisters of North Alabama, Huntsville-Madison County United Way Needs Assessment Committee, AAMU Community Development Corporation, Normal National Historic District Preservation Association
- Annual publication of a Departmental Newsletter featuring student and faculty activities for the previous academic year
- Hosted first annual conference on “Planning, Urban Growth & Sustainability in a Global Environment” with the intent to offer CM credits

**Other changes included:**

- Development of a logo for the Department in 2015
- Hiring two new faculty by Fall 2017 to bolster the expertise of the department
- Enhanced community engagement through research and scholarship focusing on food systems planning

**Innovations and new directions:**

- New focus on food systems planning emanating out of two Capacity Building Grants that were successfully obtained by Drs. Herbert & Izeogu. Several MURP students and one undergraduate student has focused on this area for their research. The intent is to expand a dialogue with the City partner to increase the awareness of health foods and the nexus between planning, zoning, the food store environment and health.
- To strengthen students’ physical planning skills, the Department is exploring the use of drone technology in its studio classes to begin in fall 2017 or spring 2018. The use of these equipment will reshape how student view the city, enabling a higher level of visual communication and data collection and analysis. Used in conjunction with more traditional forms of media drone imagery can help bridge the gap between two-dimensional, satellite imagery and the ground-based conventional camera.
- A focus on physical planning software – students will be exposed to software such as Sketch Up

- Partnership with the Confucius Institute and the Forestry and Wildlife Division to offer study abroad experiences in China to Urban planning undergraduate and graduate students.
- Online instruction is a key for the BSUP program. As such, DCRP will be working throughout the 2017-2018 academic year to develop at least 10 courses for online delivery and to ensure that all faculty members are trained and certified as online instructor.
- Development of MOU with a Nigerian University to bring 20 students for a one year program in Urban Planning beginning Fall 2018 (See page 75 In Part IV.C.)

**B. Programmatic changes:** The Program shall document programmatic changes recently completed or currently underway to advance the outcomes identified in Standard 6.

To advance the above outcomes, programmatic changes recently made or being considered include, changes in the program curriculum, hiring additional faculty, improved recruitment and retention strategies, and improving the visibility of the program and faculty.

*Curriculum Changes Currently Underway/Being considered*

- Developed concentrations for the BSUP program in Transportation Management & Logistics & Urban Design
- Proposed redesign of specializations for Urban Planning students
- Seek to offer UPL 101 as part of the General Education requirements for all students
- Seek to develop undergraduate courses in international economic development

*Recruitment & Retention Effort*

- Led the development of the 2012 – 2015 and the 2015 – 2020 Strategic Management Enrollment Plans for the College
- Created an “Adopt a local high school” program
- For the past two academic years, the Department annually prepared at least one USDA Capacity Building Grant to supporting teaching (recruitment & retention)
- Formalized alumni network to identify potential students
- Presented at AAMU’s Survival Skills (Orientation) courses
- Attended open houses off campus eg Lawson State

**C. Strategic issues for the next 5-7 years:** The Program shall identify the critical steps needed to advance its goals and progress during the next reaccreditation period.

The Department believes in the principle that “The success of an institution and the success of its students are inseparable”. Thus the focus of the BSUP program is on the success of the students. The data shows a decline in enrollment and in the number of applications for admissions. This is a trend in undergraduate enrollment in many planning programs across the country. Recruitment and retention has become a top priority of Alabama A&M University (AAMU) and the College of Agricultural, Life and Natural Sciences (CALNS). As such, CALNS envisioned the development and implementation of a robust Strategic Enrollment Management Plan (SEMP) for the College to recruit and retain a diverse and outstanding student body within a strong student-centered and research-oriented environment focused on the advancement of student achievement and success. Led by the Department of Community and Regional Planning, the ultimate goal of the 2015 – 2020 Plan is based on the principle that “*Student Learning Plus Student Engagement Plus Student Satisfaction Plus Student Retention Equals STUDENT SUCCESS*”.

With this Plan as the framework, new program priorities include;

1. Actively recruit, enroll and graduate a diverse student population to become highly competent, analytical, objective and innovative professionals
  - Seek new partnerships with high schools and community college
  - Responding to at least 4 RFPs annually to help fund student recruitment, retention and experiential learning
  - Host annual workshops for middle and high school students.

- Increased participation in college fairs at high schools with diverse populations and host on-campus recruitment events for prospective multicultural students and their families.
  - Create an “adopt a local high school” program for faculty members
  - Increased participation in North Alabama Center for Educational Excellence summer programs that expose high school students to urban planning
  - Strengthen the use of alumni as local recruiters in their respective communities
  - Regularly update website and Facebook page with information on faculty/department expertise, resources, student awards, experiences and accomplishments.
  - Produce and show informational videos about the Department
2. Transform the student experience through proactive and outstanding customer service and through blended instruction which offers higher levels of engagement, more adaptability, and the opportunity to build relationships, which increases student achievement
  3. Provide an environment for integration of career and academic advising
    - Strengthen mentorship program (advisor-advisee, alumni-student and student-student mentoring) including online mentoring
    - Encourage increased student participation in the student-led Urban Planning Association
    - Conduct regular focus groups with students to gain information about their curricular and extra-curricular experiences, and their needs.
  4. Establish of an 18-credit certificate program in Community Sustainability & Urban Justice. This certificate program would engages students in a focused way with critical issues of energy policy and planning, environmental policy and planning, global climate change, transportation policy and planning, and globalization and sustainability.

Critical next steps include:

- Confirming a full-time permanent chair and program coordinator to chart the future for the department.
- Hiring of a minimum of two new faculty members who would further reinforce our unique teaching, research and service focus on equity and justice, empowerment, healthy communities and sustainability in a technology-driven environment.
- Solidify the Department’s capabilities in several cross-cutting areas: housing and community development; land use and transportation; food security and community health; GHGs and climate change; urban health indicators; and international economic development. There are current faculty strengths in each of these areas and great student interest. The external funding mechanism is not currently organized to address all of these themes equally well. The Department will engage its research center to better align them with these priorities.
- Embrace new cross-cutting themes of globalization, migration and public participation; smart and resilient cities, and improving efficiencies in the use and deployment of resources. These are topics of intellectual interest for DCRP faculty and students. With the anticipation of the addition of faculty hires, DCRP will be poised to integrate these themes into the curricula of its graduate program.
- Revamp the structure (creating a board of directors) and products (Working Paper series, Alabama Demographic Review etc.) of the Center for Urban and Rural Research focusing on providing data and information that uniquely addresses the history, heritage and urban development challenges and opportunities in the southern US.
- Develop a continuing education enterprise for practicing professionals and apply to become a CE provider through APA. The first concrete step will be to establish an annual conference on urban growth, sustainability in a global economy followed by the development of a certificate program in community engagement to encourage continuing education of alumni and other professionals.
- Strengthen our commitment to student experiential learning and public engagement through AAMU’s Community-Campus Partnership to connect theory to practice and provide valuable assistance to the community. These experiences would further enhance the student experience and DCRP students and thus the University, as a major resource beyond the Huntsville Metro region.
- Develop student recruitment and retention annual action plan based on the goals and expectations of CALNS 2015 – 2020 Enrollment Management Plan



- Secure financial resources to fund DCRP's aspirations. Continued pursuit of large-multidisciplinary and federal grants will be key. AAMU has developed a reward structures to encourage these, and CALNS provides Evans Allen funding in a seed grant competition to encourage larger efforts. Efforts with regards to the pursuit of contracts will be expanded.
- Continue strengthening the outcome assessment process using new and updated metrics to evaluate student outcomes in conjunction with the Office of Institutional Research.
- Revamp the periodical publications of the Alabama Urban Review and the Alabama A&M University Demographic Analysis

**D. Public Information:** The Program shall routinely provide reliable information to the public on its performance. Such information shall appear in easily accessible locations including program websites. Information shall include, but not be limited to:

1. student achievement as determined by the Program;
2. the cost (tuition and fees) for a full-time student for one academic year;
3. student retention and graduation rates, including the number of degrees produced each year, the percentage of master's students graduating within 4 years and/or the percentage of bachelor's students graduating within 6 years;
4. the percentage of master's graduates who pass the AICP exam within 3 years after graduation and/or the percentage of bachelor's graduates who pass the AICP exam within 5 years of graduation; and
5. the employment rate of fulltime graduates in a planning or planning-related job within 1 year of graduation.

Program's website: <http://www.aamu.edu/academics/alns/crp/pages/default.aspx>

## 1. STUDENT ACHIEVEMENT

The Department of Community and Regional Planning Program assesses student achievement in terms of student retention, graduation and employment rates. In addition, the Department has developed the following student academic performance indicators and engagement in community services, awards and conference attendance as additional measures.

### Student Academic Performance Indicators

<b>Performance Targets (BSUP Program)</b>	<b>Percentage</b>	
	<b>2015-2016</b>	<b>2016-2017</b>
90% of the students remain maintain a GPA of 2.75 or higher	60%	75%
90% have some type of internship or volunteer experience in the field (outside of class requirements)	50%	50%
75% of students complete their Senior project by their 8 <sup>th</sup> semester of enrollment	75%	80%

### Students Engaging Community Service and Professional Development

<b>Involvement in Community Services</b>	<b>2016-2017</b>	<b>2015-2016</b>	<b>2014-2015</b>
Volunteered at a non-profit	12	10	9
Presented/Attended APA conference or similar conference	22	20	5
Involved with other professional organizations	4	5	1
Attended a professional development seminar	48	45	25

### Selected Recent Student State and National Planning and Academic Achievement Awards:

The Department also measures student success in terms of the awards and other recognition students received for their work while students. During the past 2 years, Alabama A&M University's Department of Community & Regional Planning students have won the following individual or group project awards:

- ENO Transportation Fellowship 2014
- Most Outstanding Oral Paper Presentation, Alabama Academy of Sciences, Spring 2016
- Alabama Chapter Student Poster Competition Winner, Fall 2015
- Scholarship to attend 2016 Low Income Housing Credit Conference
- EPA 2016 Global Youth Environmental Symposium Poster Presentation Winners

#### Conference Presentation/Attendance

- 8 Students attended Association of Research Directors Symposium, Atlanta GA, April 2017; 6 presented posters & papers
- 9 Students attended National Association of African American Studies, Dallas Texas, February 13 – 18, 2017; 7 presented posters
- 9 students attend EPA Region IV Global Environmental Symposium, Atlanta GA, September 2016; 6 presented posters
- 9 students attending Briefings on the Sustainable Development Goals at the United Nations & Organization of American States, New York and Washington DC, March 2016
- 16 students attend the American Planning Association National Conference, Phoenix, AZ April 2016
- 6 students attended and presented posters at the National Association of African American Studies in Baton Rouge Louisiana, February 2016
- 5 students attended and presented posters and papers the Alabama Academy of Sciences Conference in Florence Alabama, February 2016
- Alabama & Mississippi APA Chapters Joint Conference, Perdido Beach Alabama October 2015
- 16 students attended EPA Region IV Global Environmental Symposium, Atlanta GA, October 2015
- 6 students attended the American Planning Association National Conference, Seattle WA, April 2015

#### STUDENT HIGHLIGHTS

##### Student Poster & Oral Presentations:

- **Poster: “Educating the Community on the Impacts of Water Management and Climate Change In Henry County, Georgia”** by Gewel Richardson (undergraduate) - 3<sup>rd</sup> place winner in her category, EPA’s Region IV Global Environmental Youth Symposium,

##### Student Internships/Experience Learning Opportunities:

- **Marley Hicks:** Urban Impact Inc., Birmingham Alabama, Summer 2016 & Summer 2017
- **Jeran Herbert:** REU, China, Summer 2016 & Summer 2017
- **Giavani Smith:** REU, China Summer 2016

##### Leadership Positions:

- Jeran Herbert - Senator, Student Affairs, Food Pantry Coordinator, 2016 - 2017
- Gewel Richardson – Vice President, Urban Planning Association, 2017 – 2018; Treasurer of the Pre-Alumni Association, Bowling rep for SAAC
- Marley Hicks – President of Collegiate 100 “in training”

##### Scholarship:

**Mario Dofat** – Alabama Farm Credit Scholarship recipient

#### 2. UNDERGRADUATE TUITION AND FEES FOR 2016 – 2017

2016-2017 Academic Year	Tuition	Fees	Total
Instate	\$4,065	\$739	\$4,804
Out of State	\$8,130	\$739	\$8,869

For a quick look at the 2016-2017: Cost to Attend:  
<http://www.aamu.edu/admissions/undergraduateadmissions/pages/quick-look-at-cost-to-attend.aspx>

### 3. STUDENT RETENTION & GRADUATION RATES

Enrollment Year	BSUP Students	BSUP Completion
2011-2012	29	8
2012-2013	26	8
2013-2014	30	6
2014-2015	27	2
2015-2016	22	3
2016 - 2017	24	4

Source: Alabama A&M University Registrar's Office & Office of Institutional Research

- The overall retention rate for both the BSUP Program between 2011 and 2015 has been approximately 90%.
- The average number of BSUP students in the program between 2011 and 2016 was 26.
- The average number of degree completions for the BSUP program between 2011 and 2016 was 5
- The approximate percent of bachelor's students graduating within 6 years was 90%.

### 4. AICP EXAM PASS RATE

Graduation Years Ending	May 2012	May 2013	May 2014	May 2015	May 2016
<b>Bachelor program graduates who take the exam within 5 years of graduation</b>					
# who take exam	0	0	0	0	0
% of takers who pass the exam	0	0	0	0	0

A majority of the BSUP graduates are not attempting the AICP examination. Of the two who attempted the exam between 2011 and 2016, none graduated between 2011 and 2016.

### 5. EMPLOYMENT RATE

Graduation Years Ending		May 2012	May 2013	May 2014	May 2015	May 2016
Graduates employed within 1 year of graduation in a <b>professional planning or planning-related job</b>	Number		2		1	1
	Percent		33.3%		50%	33%
Graduates who pursue further education within 1 year of graduation.	Number		2	1	1	2
	Percent		33.3%	33%	50%	66%
Graduates not employed in planning or planning-related jobs or unemployed within 1 year of graduation	Number		1			
	Percent		16.7%			
Graduates with unknown employment status	Number	3	1	2		
	Percent	100%	16.7%	66.7%		
Total	Number	3	6	3	2	3
	Percent	100%	100%	100%	100%	100%

The Employment rate measures the percentage of BSUP graduates who obtain planning positions or elect to pursue an advanced degree within one year of graduation.

An average of 38% of the 2012 through 2015 graduates were employed in full time planning or planning related fields within one year of graduation while an average of 46% opted to go to graduate school.