

New CSU Degree Programs
Bachelor of Science in City and Regional Planning

California State University, Fresno

CSU degree template language is shown in italics. Proposal answers in standard font. The documents consist of eight (8) sections.

Criteria

Proposals are subjected to system-level internal and external evaluation, through which reviewers seek evidence indicating that current campus budgetary support levels provide sufficient resources to establish and maintain the program. Review criteria include: curriculum, financial support, number and qualifications of faculty, physical facilities, library holdings, responsiveness to societal need and regional and workforce needs, academic assessment plans, and compliance with all applicable CSU policies, state laws, and accreditation standards.

Procedures

Before a proposal is submitted to the Chancellor's Office, the campus adds the projected degree program to the campus academic plan. Subsequent to the CSU Board of Trustees approval of the projection, a detailed, campus-approved program implementation proposal is submitted to Chancellor's Office for review and approval. Proposals are to be submitted in the academic year preceding projected implementation. Only programs whose implementation proposals have been approved by the CSU Chancellor may enroll students. [Campus Academic Plans](#) appear in the Educational Policy Committee Agenda Item of the annual March meeting of the Board of Trustees.

Submission

1. *The degree program proposal should follow the format and include information requested in this template. For undergraduate degrees, the total number of units required for graduation must still be made explicit.*
2. *Submit ONE complete hard copy of the campus-approved degree implementation proposal, including documentation of campus approval, to:*

*Academic Program Planning
CSU Office of the Chancellor
401 Golden Shore
Long Beach, California 90802-4210*

3. *Submit one electronic copy to APP@calstate.edu. A Word version is preferred.*

CSU DEGREE PROPOSAL
Faculty Check List

Please confirm (✓) that the following are included in the degree proposal:

The total number of units required for graduation is 120.

Please specify the total number of prerequisite units required for the major.

Note: The prerequisites must be included in the total program unit count.

List all courses and unit counts that are prerequisite to the major:

GE A1 (3), A2 (3), B1 (4), B2 (3), B4 (3), D1(3), D2 (3) =22 units

Title 5 minimum requirements for bachelor's degree have been met, including:

42 minimum number of units in major

26 minimum number of units in upper-division

CSU Degree Program Proposal Template

Please Note:

- *Campuses may mention proposed degree programs in recruitment material if it is specified that enrollment in the proposed program is contingent on final program authorization from the CSU Chancellor's Office.*
- *Approved degree programs will be subject to campus program review within five years after implementation. Program review should follow system and Board of Trustee guidelines (including engaging outside evaluators) and should not rely solely on accreditation review.*

1. **Program Type** (Please specify any from the list below that apply—delete the others)

Elevation of Option or Concentration to a Full Degree Program

2. **Program Identification**

a. *Campus:* Fresno

b. *Full and exact degree designation and title:*

Bachelor of Science in City and Regional Planning

c. *Date the Board of Trustees approved adding this program projection to the campus Academic Plan.*

March 2014

d. *Term and academic year of intended implementation:* Fall 2016.

e. *Total number of units required for graduation:* 120

f. *Name of the department:* Geography and City and Regional Planning.

g. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program:*

Dr. William Siembieda, special consultant to the College of Social Sciences, CSU Fresno.

h. *Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.*

Dr. Dennis Nef, Dean of Undergraduate Studies and Vice Provost, Fresno

i. *Any other campus approval documents that may apply (e.g. curriculum committee approvals).*

Undergraduate Curriculum Committee

j. *Please specify whether this proposed program is subject to WASC Substantive Change review.*

Program is not subject to WASC Substantive Change Review

k. *Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code*

CSU Program Code: 02061 City and Regional Planning (CIP) 04.0301

3. Program Overview and Rationale

a. *Rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time.*

Fresno State is located in the heart of California's Central Valley, a region in need of city and regional planning to serve its expanding and diverse population. With more than 50 percent of the world's population living in cities at the turn of the 20th century, the 21st century will be the era of urban focus. California (over 80% urban), and the Central Valley are part of this historical change. This change will impact the state differentially with the inland county areas projected to expand faster than the coastal county areas (CA Department of Finance projections). This era requires increased evidence-based understanding of cities and the utilization of city resources (land, jobs, environmental assets [e.g. water and air quality], and infrastructure). In part, this need can be addressed through a city and regional planning degree.

While city planning dates to ancient times (BCE), contemporary planning, as a profession in the US began in 1909 as an effort to address land use and disease, and by 1916 New York was the first city to adopt a comprehensive zoning code, although in 1908 Los Angeles had passed a zoning law to protect its west side residents from adjacent industrial uses. Thus its modern origin lies in public health and this interest continues in efforts to provide a basis for seeking cleaner air, potable water, safe locations from natural hazards, decent housing for all people, and regulation of land use for overall

community benefit. The emerging consensus is to promote “healthy” communities that benefit residents in multiple ways on the personal and community levels.

The focus in planning is making decisions (expressed as plans and actions) about “place” (the neighborhood, the city, the region) and what place provides its occupants. Our proposed B.S. degree in City and Regional Planning at CSU Fresno aligns with many of the recommendations of the campus Strategic Plan and will prepare our graduates for careers contributing to informing public and private decision makers and civil society, about the best practices for managing our cities and their natural resources in a sustainable manner. This degree is an important step in implementing the CSU Fresno Strategic Plan for Excellence (Theme 7) that calls for an “Engaged University” with the region and contributing to the transformation of Central California.

CSU Fresno is well positioned to create a new B.S. degree in City and Regional Planning to provide integrative applied undergraduate education that is required to meet the demands of managing and understanding our urban and agricultural resources. The emphasis on a cross-disciplinary program will build on the strengths of existing faculty who have research and teaching expertise in key associated disciplines (e.g. Anthropology, Geography, Public Science, Construction Management, Business Administration, Environmental Sciences, and Recreation Administration. Civil Engineering, Economics, English, Chicano and Latin American Studies, and Liberal Studies). The Community and Regional Planning Center, a joint venture between the College of Social Sciences, the Department of Geography and City and Regional Planning, and the Office of Community and Economic Development at CSU Fresno, is a valued asset that will expand community outreach opportunities, internships, and applied research projects for the students.

b. Proposed catalog description, including program description, degree requirements, and admission requirements.

The undergraduate Bachelor of Science in City and Regional Planning (BSCRP) program prepares students for professional careers in the understanding and design of human settlements. Practicing planners work in public agencies and private consulting firms, preparing comprehensive and area plans for projects, neighborhoods, cities, and entire regions. They address the use of land, housing, transportation, public facilities, infrastructure, and open space. This includes finding the means to make their plans become a reality by budgeting for public projects and programs and by reviewing and regulating private development. The constructive management of change is at the heart of the profession. This is a 120-unit degree. The student must have a C or better grade in courses in the major to graduate, and a cumulative minimum grade point average of C. Admission to the degree program is given in year two (for freshmen) and year one for transfers after passing Introduction to Urban Planning (GCRP 81) with a C grade or better.

4. Curriculum

- a. *Describe goals for the (1) program and (2) student learning outcomes.*

(a1) Mission

To provide an interdisciplinary professional city planning education that through the art of turning space into place, and the social science of urban systems, to promote the physical, environmental, and economic betterment of cities and their residents.

Degree Program Goals:

1. **Foster Diversity**

Educate civic-minded students who are diverse in ethnicity, gender and life experiences.

2. **Foundational Skills**

Acquisition of foundational planning knowledge skills.

3. **Methodological Skills**

Acquisition of methodological planning skills.

4. **Integrative Skills**

Achievement of problem solving, leadership and collaborative skills.

5. **Professional Skills**

Development of conscientiousness towards the profession and the public.

6. **Equity Skills**

Development of an understanding of issues of diversity and social justice (incorporated into all required upper division major courses).

7. **Meet Local Demand**

Meet the overall demand for planners in the San Joaquin Valley

(a2) Program Learning Outcome

After successfully completing the BSCRP program, students will be able to:

- Demonstrate city and regional planning knowledge
- Communicate effectively using a variety of traditional and advanced media
- Conduct research, analysis, data gathering and problem solving in planning
- Design, make plans, and advise policy-making and its implementation
- Promote the practice of ethical behavior related to their profession
- Participate in local/regional civic affairs

This is achieved using pedagogy that focuses on active engagement in skills acquisition through use of exercises, problem sets, technology applications, service learning, and engagement with the community and the profession. In this model the student is an active learner who acquires skills in order to solve problems, to think critically, to demonstrate leadership, and to act ethically.

b. Include plans for assessing Program Learning Outcomes or Goals and Student Learning Outcomes.

There are two types of assessment plans: pre-graduation, and post-graduation.

The pre-graduation assessment includes the linkage of the Program Learning Outcomes to the Student Learning Outcomes (SLO) on a course-by-course basis. Data will be collected on an annual basis by the program degree coordinator and reviewed each spring with the teaching faculty and the department head. Each year, two courses will receive external review for SLO quality and data generation. An annual report will be provided to the college associate dean in the first four weeks of the fall semester. The associate dean will review the report and suggest improvements or provide additional resources to strengthen the student learning outcome process. As this is a new degree program all teaching faculty will review each course's SLOs prior to initial course submission.

For the Plan-making course, the students' collective work [final project reports] will be assessed by at least two external planning professionals for satisfactory data use, development of a plan scenario, the feasibility of any implementation measures, and readability of the documents in written and graphical terms. They will use a standard rubric. See the Addendum section for a rubric example.

The post-graduation vocational assessment includes:

- A graduation exit survey related to educational skills attained. This is a self-ranking survey links to the program learning outcomes;
- A one-year post-graduation survey related to job attainment and career path. This establishes the rate at which graduates enter the professional world, and where they become employed;
- A three year post-graduation survey to employers related to satisfaction with skill levels and performance as a professional;
- A five year post-graduation survey related to overall educational student satisfaction, and achievement as demonstrated by awards and job level;
- A five-year attainment of professional credentialing survey, in this case certification examination results from the American Institute of Certified Planners (AICP).

c. Create a comprehensive assessment plan addressing multiple elements, including strategies and tools to assess Student Learning Outcomes directly related to overall Program Learning Outcomes or Goals, a key component of program planning.

BCSCP CSU Fresno Curriculum Map

I= Introduce
D=Develop
M=Master
N=New Course

		GEOG 30	GCRP 81	GEOG 141	GEOG 184	GCRP 100	GCRP 101	GCRP 102	GCRP 103	GCRP 104	GCRP 105	GCRP 106	GCRP 107	Approved ELECTIVE	Approved ELECTIVE
Demonstrate city and regional planning knowledge	Demonstrate knowledge of role of planning in public, private and nonprofit settings	I						D				M			
	Demonstrate knowledge of planning law and intergovernmental frameworks	I							D		M				
	Demonstrate knowledge of the substantive elements of planning theory			I	I		D					M			
	Demonstrate knowledge of the global and regional forces and interconnections shaping cities	I	D							M					
Communicate effectively using a variety of media	Communicate, listen and interpret effectively in planning and community settings					I		D				M			
	Clearly present policy and planning concepts					I		D				M			
	Demonstrate leadership and collaborative skills				I	D						M			
	Make clear presentations in written, oral and graphic forms				I	I					D	M			
Conduct research, analysis, data gathering and problem solving in planning	Possess a set of conceptual skills to apply quantitative, qualitative and mix methods in assembly of research data	I	I	I				D		M					
	Assemble relevant data and case studies to use in research design	I						D	M						

	Communicate research findings to select audiences via posters and digital means	I		I	D					M		
Design, make plans, and advise policy-making and its implementation	Develop physical design solutions to planning issues				I		D			M		
	Develop economic and social solutions to planning issues					I		D	M		M	
	Develop implementation strategies to carry out plans	I								D	M	
	Evaluate designs, development plans and implementation schemes	I								D	M	
Promote the practice of ethical behavior related to their profession	Demonstrate judgment in addressing ethical professional issues					I		D		M		
	Establish and justify positions on the concepts of public interest, participation, social justice, equity and efficiency					I		D		M		
	Act in accordance with the planning professions code of ethics					I				D	M	
Local and regional integration of knowledge, skills and values	Ability to articulate local issues and provide a professional level solution based on integrated information			I	I				D	M		

A course linkage chart demonstrates the LOSs learning outcomes and the linkages between the courses. This chart is found in the Addendum section of this proposal.

- d. Total number of units required for graduation: 120
- e. CSU Program Code: 02061 City and Regional Planning (CIP) 04.0301
- f. *Requirement for graduation: List all requirements for graduation, including electives, for the proposed degree program, specifying catalog number, title, total units required for completion of the degree, major requirements, electives*, and prerequisites or co-requisites (ensuring there are no hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.*

CRP BS degree program courses for 1st-time freshmen

Courses	Units	Title	Elect.
GE	36	A1, A2, B4, C1, C2, (C1/C2), D1, D2, E, IB, IC, MI	Self-choose
ECON 40/50	3	Principals of Microeconomics (GE D3)	Additional Requirements
GEOG 25	3	Critical Thinking in Geography (GE A3)	
BIOL 10	3	Life Sciences (GE B2)	
EES 4	4	Environmental Science (GE B1)	
SOC 163	3	Urban Sociology (GE ID)	
IS 52/IS52L	3	Computer skills	
GCRP 109	3	Transportation and Land Use Planning	
GEOG 30	3	Introduction to Spatial Statistics	Major Requirements
GCRP 81	3	Introduction to City Planning	
GCRP 100	3	Graphic Communications for Planners	
GCRP 101	3	Communications Groups and Collaboration	
GCRP 102	3	Space and Place	
GCRP 103	3	Community Development Theory & Practice	
GCRP 104	3	Planning Process and Theory (a W course)	
GCRP 105	3	Research Design	
GCRP 106	3	Planning Law & Administration	

GCRP 107	6	Plan Making	
GCRP 108	3	Economics for planners	
GEOG 141	3	GIS I: Data Display and Manipulation	
GEOG 184	3	Environmental Planning	
GCRP 196	3	City/Regional Planning Internship	
Electives GEOG 115, 118, 122, 127,128, 132, 142, 143, 152, 167, 187T BA 154, PH 161, CE 150, EES 104, EES 168, IT 198W, PLSI 175, 163, 160, 181, SOC 144, SOC 184	17		
TOTAL	120		

(N = new courses for the CRP degree program).

CRP BS degree program courses for transfer students

Courses	Units	Title	Elect.
GE*	39	A1, A2, A3, B1, B2, B4, C1, C2, (C1/C2), D1, D2, D3, E	
Electives	21	Units transferred from CC (Community College)	
GE	9	Upper division GE Area MI, IC, IB	
SOC 163	3	Urban Sociology (GE ID)	
GCRP 109	3	Transportation and Land Use Planning	
GEOG 30	3	Introduction to Spatial Statistics	
GCRP 81	3	Introduction to City Planning	
GCRP 100	3	Graphic Communications for Planners	
GCRP 101	3	Communications Groups and Collaboration	
GCRP 102	3	Space and Place	
GCRP 103	3	Community Development Theory & Practice	
GCRP 104	3	Planning Process and Theory (a W course)	
GCRP 105	3	Research Design	
GCRP 106	3	Planning Law & Administration	
GCRP 107	6	Plan Making	
GCRP 108	3	Economics for planners	

GEOG 141	3	GIS I: Data Display and Manipulation	
GEOG 184	3	Environmental Planning	
GCRP 196	3	City/Regional Planning Internship	
TOTAL	120		

*Among the 39 lower division units, students should have taken the equivalents of
 ECON 40 Principles of Microeconomics (GE D3)
 BIOL 10 Life Sciences (GE B2)
 EES 4 Environmental Sciences (GE B1)

(N = new courses for the CRP degree program.)

g. *List all requirements for graduation, including electives, for the proposed degree program, specifying catalog number, title, total units required for completion of the degree, major requirements, electives*, and prerequisites or co-requisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.*

Requirements for graduation

GE requirements: 39 units.

Lower division: 13 hours of which are GE

Upper division (required major): 42 units

Upper division (electives for support of major): 26 units

h. *List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses.*

See below

Description of new courses needed in first two years

GCRP 100 Graphic Communications for Planners (3 units)

Introduction to basic graphic skills and urban design multiple media of visual communication, geographical information systems, and the design process. This knowledge and set of skills not only enables the individual to meet her/ his day-to-day fundamental professional responsibilities, but also supplies tools to communicate with other professionals and the ultimate users of urban space. Develops knowledge and skills in urban design, with a focus on (i) over-the-board drafting, (ii) computer-aided drafting and modeling, communication of information to the public, (iii) analyzing/understanding the functional /behavioral/perceptual aspects of urban space.

GCRP 101 Communications Groups and Collaboration (3 units)

Focus on processes and skills of citizen participation and consensus building. Application of mediation and negotiation techniques. Use of collaboration in forming visions of the future and reaching agreements among multiple interests. Use of group process skills to establish effective communication and agreements. Organizing and operating public meetings. Understanding of the social/spatial relationships among racial/ethnic and gender groups is expressed in terms of human settlement patterns, civic involvement and everyday negotiations.

GCRP 102 Space and Place (3 units)

Exploring elements and principles of environmental design. Understanding the form and character of the designed urban environment. Introduction to problem analysis and problem solving in environmental design. Implications of design decisions and solutions on urban context. Assignments of object, project and system scale in an urban context. Visual assessment and townscape movement.

GCRP 103 Community Development Theory and Practice (3 units)

Introduction to the principles and strategies of community organizing and development. Examination of non-profit organizations, citizen participation, approaches to reducing poverty, community needs assessment, and regional development strategies.

GCRP 104 Planning Process and Theory (3 units)

Exploration of answers to the following question through a survey of classic and contemporary theories of planning: "What role can planning play in developing the city and region within the constraints of a capitalist political economy and a democratic political system?" Activities utilized include communicative and participatory aspects of planning theory.

GCRP 196 City and Regional Planning Internship (3 units)

Work experience as a supervised employee in a planning-related agency or private firm. Analyze the nature of professional engagement in a private sector firm, public agency or non-profit organization. Strategically plan a professional future in planning.

- i. Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.*

Typical Student Schedule Years 1-3, for an entering Freshman. Begin courses in the major in fall semester of year 2

Year 1 F (15)	Year 1 S (15)	Year 2 F	Year 2 S	Year 3 F	Year 3S
A1 GE	A3 GCRP 25 GE				Planning Elective
A2 GE		GEOG 30	GEOG 141	GRCP100	GCRP 101

Year 1 F (15)	Year 1 S (15)	Year 2 F	Year 2 S	Year 3 F	Year 3S
			GIS	Graphic Communications for Planners	Communications Groups and Collaboration
B4 MATH GE	D1 GE	GCRP 81		M/I GE	
E1-GE	D2 GE	ECON 40 D3 GE	SOC 163 ID GE	GCRP 102 Space and Place	GCRP 103 Community Development Theory and Practice
	BIO10 B2 GE	IC GE	IB GE		PLSI 163
	ESS 4 B1 GE		GEOG184	Planning Elective	GCRP 182

Three-Year Courses and Faculty Assignment					
Year 1 F	Year 1 S	Year 2 F	Year 2S	Year 3F	Year 3S
GCRP 81 H. Dong	GEOG 30 C.K. Leung	GCRP 100 TBA	GCRP 101 Communication Groups for Planning M. Calvarese	GCRP 106 Planning Law & Admin TBA	GCRP Elective TBA
	GEOG 184 Environ Planning C. Wang	GCRP 104 Planning Process and Theory H. Dong		GCRP 105 Research Design C. Wang	GCRP 107 Plan Making C. Wang
		GCRP102 Space and Place TBA	GCRP 103 Community Development Theory and Practice M. Calvarese	GEOG 141 C.K. Leung	GEOG 187 TOPICS Elective H. Dong

j. *Describe advising “roadmaps” that have been developed for the major.*

The College of Social Sciences will train its student advisors to guide new majors in articulation of the GE requirements so students can stay on schedule. Also, the introduction course will be taught each semester for the first three years. This is for change of majors, and transfer students access and matriculation. See Addendum #1 for a typical freshman four-year road map.

k. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).

There are no accreditation requirements for this degree at this time. There are requirements if the program wishes to apply to the Planning Accreditation Board (PAB) for review. The PAB is the national agency for city and regional planning at the undergraduate and master degree levels. This submission would be in accordance with the PAB requirements at the time of submitting a formal application.

I. Societal and Public Need for the Proposed Degree Major Program

a. List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.

CSU Fresno is at least 130 miles from the nearest CSU campus with a city and regional planning program offering a bachelor's degree or minor in planning. Other programs are more than 200 miles away. There are two BS city and regional planning degree programs in the CSU system (Cal Poly-San Luis Obispo and Cal Poly-Pomona). There are three BA Urban Studies or Geography and Planning programs that offer concentrations/minors in planning (Northridge, San Francisco State, and Chico State). There is one interdisciplinary BA degree in urban studies (San Diego State) with a planning emphasis.

The Fresno program will focus on the Central Valley as a reference point, and will be professionally oriented. This will differentiate it from Urban Studies programs whose focus are more descriptive studies rather than analytical. Aside from Cal Poly-San Luis Obispo, all other similar degree programs offering a BA are at least 200 miles away from Fresno. Note that Cal Poly-San Luis Obispo requires election of a major as part of the freshman admissions process. It is the only CSU campus to do so, making it unique and not totally replicable at CSU Fresno.

CSU/Non CSU BA/BS with City Planning Content: Degree or Option

CSU Campus	Program Title	Miles to Fresno	College/Comments
Cal Poly San Luis Obispo	City and Regional Planning (BS)*	131	College of Architecture & Environmental Design
San Francisco State	Urban Studies and Planning (BA)	202	College of Health & Social Sciences – School of Public Affairs & Civic Engagement

Northridge	Urban Studies and Planning (BA)	206	College of Social and Behavioral Sciences
Cal Poly Pomona	Urban and Regional Planning (BS)*	250	College of Environmental Design
Chico State	Geography and Planning (BA)	260	College of Behavioral and Social Sciences
Non CSU campus			
UC Davis	Community and Regional Development	187	Department of Human Ecology, College of Agricultural and Environmental Sciences
UC Berkeley	Urban Studies	185	Department of City and Regional Planning, College of Environmental Design

* Accredited by the Planning Accreditation Board

b. Differences between the proposed program and programs listed in Section 5a above.

Among the CSU sister campuses, only Chico State offers its degree in the Geography and Planning Department. The two Cal Poly's offer their degree in Colleges of Architecture and Environmental Design. The two UC degree programs are BA degrees with a focus on broader learning outcomes associated with the natural or design sciences fields. The UC Davis degree has similar attributes to the one proposed, but is in an agricultural sciences college.

c. List of other curricula currently offered by the campus that are closely related to the proposed program.

There are no curricula currently offered that are closely related. There are some courses in sociology, political science, business, construction management, and history provides relevant information useful to a planning education. Support courses in political science, economics and sociology are included in the list of required subject matter. This assures that the student acquires an interdisciplinary education.

d. Community participation, if any, in the planning process. This may include prospective employers of graduates.

The professional planning community in the Central Valley has participated in this degree proposal through direct consultation with the degree preparers. This outreach has included the president of the Central Valley Section of the California Chapter of the American Planning Association. Among the participants were: Keith Woodcock, City Planner for the City of Sanger; Norman Allinder, Planning Director of Modesto County; Ralph Raffi Kachadourian, Director, Community & Economic Development, City of Chowchilla, and John Wright, former Planning Director for the City of Clovis.

e. Applicable workforce demand projections and other relevant data.

Urban Planning is one of the Bureau of Labor Statistics (BLS) Growth sectors, with a projected 14% employment increase from 2010 to 2020. The projections by the State of California are for an 18% employment increases. The BLS definition of the sector is: Urban and regional planners develop plans and programs for the use of land, to create communities, accommodate growth, address natural resources needs such as water and air quality, or revitalize physical facilities in towns, cities, counties, and metropolitan areas. There will be an overall demand for planners.

Please note that California is a state requiring all municipalities and counties to develop and adopt a General Plan with at least seven elements and to update plan elements on a 5-year basis. This establishes a consistent demand for planning expertise. California also has statewide Green House Gas Reduction targets, increasing the need for municipalities and counties develop their own Climate Action Plans. Planners also are involved in various aspects of water quality and quantity management, something of great importance to central and southern California, especially in periods of drought. Water quantity and quality districts throughout the state employ planners. Across the country, about two-thirds of all planners are employed in the public sector. Due to California legislated planning requirements, such as the California Environmental Quality Act, the San Joaquin Valley 200 year Flood Plan Map Requirement, and the California Coastal Commission Act, there is a constant demand for labor, although subject to periods of recession and expansion.

Between 2011 and 2030 the Central Valley's population will increase by nearly 1.7 million people, from a little over 4 million to nearly 5.7 million (CA Dept. of Finance). Growing by 20%, which is more than double the state's overall 9% growth rate, means nearly 30% of the state's population increase will be in the Central Valley. Such expansion will cause stress on the region's environmental resources and land-use systems, thereby increasing the need for city and regional planning activities and creating employment demand. Furthermore, the citizens of California and the nation rely on the multi-billion-dollar agricultural economy of the Central Valley. The inherent complexities and sustainable solutions to problems facing the Central Valley will require interdisciplinary efforts that further increase demand for planners to work in public agencies and private consulting firms, as well as in community-based organizations.

2. Student Demand

a. Provide compelling evidence of student interest in enrolling in the proposed program.

In summer 2014 the Department of Geography and Planning at CSU Fresno undertook a market survey of planning agencies in the Central Valley. The survey results found that there were 1,661 employed planners (1024 public and 637 contract) among the 57 organizations that responded. This market survey is attached as an appendix.

When asked how many new planners they would hire in the next five years, the majority of the respondents (31 or 54.4%) estimated that they would hire one to two. Eight (9.5%) and four (7.4%) respondents would hire three to four and five to six planners, respectively. Three respondents had plans to hire six or more planners. One respondent anticipated a decrease of planners, nine had no plans to hire new planners and ten did not respond to this question. Overall, 22 respondents either didn't respond nor had no plans to hire, while the rest of the agencies 35 agencies need to hire 115 new planners in the next five years. This estimate is close to the need for 100+ planners projected by the State of California Governor's Office of Planning and Research. There will be sufficient employment opportunities within the region for students graduating with this degree.

Challenges in hiring new planners are summarized by the summer 2014 survey respondents in primarily three areas: 1) it's hard to find qualified planners, 2) it's hard to find planners who are willing to relocate to the central valley, and 3) budget constraints from the last recession. Students graduating from the proposed degree program will be able to solve the challenges of qualified applicants and be people who are likely to remain part of the central valley workforce.

Without any marketing or outreach, the Introduction to Urban Planning (GCRP 81) course draws nearly 30 students each year. This is a base course from which to begin to attract majors. The option in City and Regional Planning within the department began in Academic Year 2014-15 and is a viable platform for expanding the new degree's enrollment. An information campaign will be mounted by the COSS in 2015 to expound the value of this degree. Initially expressions of what a major in the degree can look forward to will be obtained from students enrolled in other planning programs in the CSU. For example a Cal Poly- SLO undergraduate planning student recently said:

I actually had someone I know who just started her freshman year ask me about City and Regional Planning. I told her that it's a really interesting major that touches every aspect of peoples' lives. Our major isn't just about planning for a city and its physical structure. It builds communities by incorporating social, economic, and environmental fabrics into the process of "planning." This process of building and enhancing communities happens through verbal and written communication with a wide range of stakeholders, so it's really not just political willpower but also the people and their interest, values, and beliefs that guide us in planning for the future of our cities.

In spring 2015 a student survey about interest in a city planning major was sent to all enrolled CSU Fresno freshman and sophomores. One thousand, one hundred and five (1,105) students responded. Females and ethnic minorities constituted the majority of respondents (80% females; and 56.6% Hispanic and 23.8% Asian). Given that City and Regional Planning is not a well-known area of study, it was not surprising that 72% of the respondents had not heard of it before. What is very encouraging is that 91 students (8.2%) did express interest in taking City and Regional Planning as a major. Given that

this was the first such survey and no “new major available” campaign was in place to inform students, the interest level is quite encouraging. Given that there will be scholarship funds available through donated sources for this major, we expect the degree enrollment projections (see section d.) to be easily achieved. The Student Survey Report is attached as an Addendum.

b. Identify how issues of diversity and access to the university were considered when planning this program.

Fresno State received the 2014 Higher Education Excellence in Diversity (HEED) award from “INSIGHT Into Diversity” magazine, one of the nation’s largest diversity-focused publications in higher education. According to the magazine, Fresno State was selected for demonstrating exemplary diversity and inclusion initiatives, as well as for embracing a broad definition of diversity on campus. This program will utilize the existing campus diversity efforts to enhance the overall student pool. CSU Fresno’s 2014 overall enrollment is 40% Hispanic, 15% Asian and 4% African-American. The program enrollment objective is to replicate the overall state’s ethnic profile in its student body. Right now Hispanics, Asians, and African-Americans lag in overall representation in the city and regional planning undergraduate programs in the U.S. The latest data (2009) from the Planning Accreditation Board reports Asian enrollment of 4%, African-American enrollment of 1% and Hispanic enrollment of 1%. This program will assist in increasing representation.

To assist in diversity recruitment a series of informal talks by professional planners in the region will be held with campus clubs to introduce them to the field and to discuss how planning addresses such issues as equity and social justice. The planning faculty from the department will arrange visits to the community colleges that provide transfer students to Fresno State, and also to local area high schools which also service Fresno State. It is hoped that repeated visits to the community college and high school campuses would result in a number of planning majors that would only grow with time. Also, the department will strive to reach out to all prospective students, including those from traditionally underrepresented ethnic groups and women.

c. Describe professional uses of the proposed degree program.

This degree will allow the student to apply for positions in city and regional planning, particularly in California and the western US. As previously noted, the summer 2014 Central Valley Market needs survey completed by the Department of Geography and City and Regional Planning reports the top challenges in hiring new planners are: 1) finding qualified planners; and 2) finding planners who are willing to relocate to the Central Valley. Thus a degree from this program will address both these challenges. The curriculum is designed to provide students with strong professional skills set, a knowledge base for critical thinking and a set of ethical values appropriate to enter a professional setting. Moreover, graduates of this program will also be competitive in associated fields such as environmental impact studies and climate adaptation planning.

d. *Specify the expected number of majors in the initial year, and three years and five years thereafter. Specify the expected number of graduates in the initial year, and three years and five years thereafter.*

Projected degree enrollment for five years

	Initiation year	Year 3	Year 5
Number of majors	~35	79*	140
Total Number of graduates		21	87

*Assumes 68% retention rate after entering major in year two.

3. Anticipated student demand

In 2010, the Planning Accreditation Board reported that for the Bachelor's programs it accredits the average enrollment was 98 students with a range of 31-189. For the California accredited programs that average is 183. The estimated number of majors for this program looking out 5 years is 140.

Initially, this degree program will draw from a pool of over 3,500 entering students, CSU Fresno majors (political science, sociology, construction management, history, business administration, geology, geography, and environmental science). It will also provide a professionally focused alternative to students entering CSU Fresno as freshman and transfer students (external and change of major). Marketing of the new degree will be part of the rollout associated with the renamed Geography and City and Regional Planning Department.

4. Existing Support Resources for the Proposed Degree Major Program

a. *List Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs.*

- **Michelle Calvarese**, Associate Professor, Ph.D., Geography, Texas A&M University (2001). Dr. Calvarese's research focuses on urban systems, city development and planning, distribution and diffusion of disease, cultural/behavioral variables affecting health and disease.
- **Mohan B. Dangi**, Assistant Professor, PhD, Johns Hopkins University. Areas of Specialization: waste management, environmental policy analysis; water and wastewater treatment.
- **Hongwei Dong**, Assistant Professor, PhD. Urban Studies, Portland State University (2010). He has eight peer reviewed articles and research in

transportation and smart growth. Dr. Dong was a research associate in the Center for Urban Studies at Portland State University prior to being appointed to CSU Fresno.

- **Chi Kin Leung**, Professor, Ph.D. Geography, University of Hawaii at Manoa (1989). His research interests include industrial linkage, business organization, and international investment and using GIS to improve human service planning.
- **Aly M. Tawfik**, Assistant Professor, PhD. Civil Engineering, Virginia Tech (2013). His research interests include surveying, modeling and simulation of human travel behavior and transportation systems.
- **Segun Ogunjemiyo**, Associate Professor, PhD Micrometeorology, McGill University (1999). Dr. Ogunjemiyo's research is focused on urban meteorology, climate impacts on urban settlements, air quality planning and management.
- **Aribilola S. Omolayo**, Professor, Ph.D. Geography, the University of New South Wales (1989). His research interests include urban air pollution, flood studies, and global climate change, and economic impact of nonprofit organizations.
- **Chih-Hao Wang**, Assistant Professor, PhD City and Regional Planning, The Ohio State University (2013). Dr. Wang's research focuses on environmental planning from the perspective of natural hazard mitigation. Another of his research interest is to apply spatial statistics to analyze spatial or social interactions in transportation behavior, social inequality, and water management.
- **Wei Wu**, Assistant Professor, PhD, Design, Construction and Planning, University of Florida (2010). His research interests include green building design and construction, cloud computing and information modeling.

b. Describe facilities that would be used in support of the proposed program.

A complete GIS laboratory (computer equipped) is in place, a studio type space, and sufficient classrooms are available for scheduling by the College and the university.

c. Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources.

The CSU Fresno Library holds 16,452 volumes related to city and regional planning, and subscribes to, or has in the stacks 3,267 journals. It also subscribes to ten directly related databases and nine associated databases. The library is modern, ADA compliant, and is truly a campus central point for students to gather and study. The library staff is supportive of continuing to build a collection to support this degree. See attached Addendum for identified library holdings.

d. Describe available academic technology, equipment, and other specialized materials.

There are two class labs, 38 workstations, plotters, scanners, cameras, and printers committed to support of the program. Adequate facilities are in place. See Addendum section for an equipment list.

5. Additional Support Resources Required

a. Describe additional faculty or staff support positions needed to implement the proposed program.

The Geography and City and Regional Planning Department has adequate clerical support. This program will be added to the existing clerical staff. An additional student assistant assignment for up to 20 hours a week will be provided by the college. A program degree coordinator position will be established in the Department to provide curriculum programming and public interface, and to represent the program at the university and community levels.

b. Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required.

None required.

c. Include a report written in consultation with the campus librarian, which indicates any necessary library resources not available through the CSU library system.

No additional library resources are required at this time.

d. Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.

None.

Submit completed proposal packages to:

APP@calstate.edu

Academic Program and Planning
CSU Office of the Chancellor
401 Golden Shore
Long Beach, CA 90802-4210

Contact Academic Program Planning -

Dr. Christine Mallon
Assistant Vice Chancellor
Development

Academic Programs and Faculty

Phone (562) 951-4672

Fax (562) 951-4982

cmallon@calstate.edu

Academic Program Planning is on the Web <http://www.calstate.edu/APP/>

BSCRP Proposal Addendums

Addendum 1 Advising Road Map

Addendum 2 Library Collection Spreadsheet

Addendum 3 Employer Survey

Addendum 4 Student Survey

Addendum 5 Plan Making course rubric

Addendum 6 Equipment and Facilities list

Addendum 7 Matrix of course linkages and Learning Outcomes

Addendum #1 . Advising Road Map

<i>Fall</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
<i>GE A2,A3,B4,C1, 1 other</i>	<i>15</i>	<i>GE., D1, D2, B1, EES 4 Environmental Science</i>	<i>6 4</i>
		<i>GE D3 Econ 40</i>	<i>3</i>
		<i>GE</i>	<i>3</i>
	<i>Total: 15</i>		<i>Total: 16</i>
<i>Sophomore Year (xx units)</i>			
<i>Fall</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
<i>GE C1,C2</i>	<i>6</i>	<i>GE Area A1, E1, B4</i>	<i>6</i>
<i>GE, B2 BIOL 10 Life Science</i>	<i>3</i>	<i>GEOG 30 Spatial Statistics</i>	<i>3</i>
<i>GEOG 181 Introduction to Planning</i>	<i>3</i>	<i>GE ID Soc. 163 Urban Sociology</i>	<i>3</i>
	<i>3</i>	<i>GEOG 184 Environmental Planning</i>	<i>3</i>
	<i>Total: 15</i>		<i>Total: 15</i>
<i>Junior Year (xx units)</i>			
<i>Fall Junior Year</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
<i>GE</i>	<i>3</i>	<i>GE IC</i>	<i>3</i>
<i>GCRP 100 Communications: Graphics for Planners</i>	<i>3</i>	<i>GCRP 101 Communications: Groups and Collaboration</i>	<i>3</i>
<i>PLSI 163 Municipal Government</i>	<i>3</i>	<i>GCRP 104 Process and Theory of Planning</i>	<i>3</i>
<i>GCRP102 Space and Place</i>	<i>3</i>	<i>GCRP 105 Research Design</i>	<i>3</i>
<i>GEOG 141 GIS I: Data Display and Manipulation</i>	<i>3</i>	<i>GCRP 103 Community Development Theory & Practice</i>	<i>3</i>
	<i>Total: 15</i>		<i>Total: 15</i>
<i>Senior Year (xx units)</i>			
<i>Fall</i>	<i>Units</i>	<i>Spring</i>	<i>Units</i>
<i>GCRP 106 Planning Law & Admin</i>	<i>3</i>	<i>GCRP 107 Plan-making</i>	<i>6</i>
<i>GCRP 108 Economics for Planners</i>	<i>3</i>	<i>GCRP 196 Internship</i>	<i>3</i>
<i>Concentration Elective</i>	<i>3</i>	<i>GEOG 187 T Topics Concentration Elective</i>	<i>2</i>
<i>Concentration Elective</i>	<i>3</i>		
<i>Concentration Elective</i>	<i>3</i>		
	<i>Total: 15</i>		<i>Total: 14</i>
		<i>Total Units: 120</i>	

Addendum #2 CSU Fresno Library Holdings

Source: Associate Director of Libraries

Urban Planning Library Holdings

CSU FRESNO LIBRARY

Topic Area	Approximate # Titles Books	Approximate # Titles Journals
Physical and Cultural Geography	907	359
Geographic Information Systems	600	39
Real Estate	451	107
Construction Management	900	222
Urban Sociology	731	15
Public Administration	1361	730
Microeconomics	202	6
City Planning	1750	93
Urban Planning	1120	82
Regional Planning	836	458
Public Policy	4394	730
Geology	3200	426
	16452	3267
Major Databases	Other Relevant Databases	
EconLit	ABI/Inform	
Engineering Village 2	Academic Search Complete	
GEOBASE	Current Contents	
GeoREF	Gale Virtual Reference Library	
PAIS International	Humanities & Social Sciences	
Population Index on the Web	Index Retrospective: 1907-1984	
Sociological Abstracts	Oxford Reference Online Premium	
U.S. Census Bureau Data Access Tools	SAGE Journals Online	
U.S. Congressional Serial Set	Science Direct	
Web of Science	Worldwide Poly Sci Abstracts	

Addendum #3 Summary of Market Needs Survey

Bachelor Degree of Science in City and Regional Planning

In the summer of 2014, the Department of Geography and City and Regional Planning at Fresno State conducted market needs survey as part of a proposal to develop a Bachelor's Degree in City and Regional Planning. This report summarizes the result of the survey findings, and detailed survey results are included in Appendix A.

1. Survey respondents

A total of 57 city and regional planning agencies responded to the survey, representing public (44 or 77.2%), private (9 or 15.8%) and non-profit (4 or 7%) sectors with a total of 1,024 employed planners and 637 contract planners hired by these agencies. The respondents themselves are managers or directors of their agencies.

Among the public planning agencies, over half are city offices, four are county or state offices and the rest are regional organizations. The private sector agencies are mostly consulting firms. These agencies primarily represent the central valley of California.

2. Market demand for more planners and challenges in hiring

When asked how many new planners they would hire in the next 5 years, the majority of the respondents (31 or 54.4%) estimated that they would hire 1 to 2. Eight (9.5%) and 4 (7.4%) would hire 3 to 4 and 5 to 6, respectively. Three had plans to hire 6 or more planners. One respondent anticipated a decrease of planners, nine (9) had no plans to hire new planners and ten (10) did not respond to this question. Overall, 22 respondents either didn't respond nor had no plans to hire, while the rest of the agencies estimated a need to hire 115 new planners in the next five years.

Challenges in hiring new planners are summarized by respondents in primarily three areas: 1) it's hard to find qualified planners, 2) it's hard to find planners who are willing to relocate to the central valley, and 3) budget constraints from the last recession. Details comments from respondents concerning these challenges are given in Appendix A, Page 5 to Page 7.

3. Important attributes in a new planner

The survey asked 16 questions about what attributes are important in a new planner the agencies are willing to hire. The questions were answered on a 5-point scale: 1) Do not consider, 2) Not important, 3) Good to have, 4) Very important, and 5) Required/Essential. The mean responses to the questions are reported below, sorted by the highest importance.

- 4.49 Ability to complete work tasks on time
- 4.40 Self-motivation
- 4.40 Critical thinking
- 4.35 Supportive work attitude
- 4.29 Customer service orientation
- 4.27 Teamwork
- 3.87 Basic skills in data organization and presentation
- 3.80 Ability to present information to a public meeting
- 3.80 Ability to provide services to a diverse population
- 3.71 Basic understanding of the CA General Plan elements and process
- 3.71 Basic understanding of CEQA procedures
- 3.64 Ability to administer basic zoning codes and subdivision ordinances
- 3.36 Understanding of the regional environmental context
- 3.27 Understanding of the regional economic-political context
- 3.16 Ability to use basic GIS operations and maintain map/data bases
- 2.69 Comes from the Central Valley

The top five attributes valued by the respondents can be summarized as a high level of professionalism and good work ethics. Technical skills and profession-related knowledge tend to cluster towards the end of the list.

The respondents also left written comments on the attributes they would like to see in a beginning planner. These desired qualities include professionalism, good communications skills (writing and speaking), modesty, bilingual skills, critical thinking skills, knowledge of the valley and the professional field, self-motivation, to name a few. The complete list of comments is available upon request.

4. Desired working experience in a new planner

When asked how much experience is needed for a new planner to be hired, 30% of the respondents thought 200 hours of internship or 6 months of experience would be good enough. About 8% would like to see one year's experience and 6% respondents said they don't need to require any experience. Sixteen respondents, 24.2% of the total, skipped this question.

5. A sample beginning planner job description

Finally, our survey asked the respondents to provide a sample job announcement that can illustrate what quality in a new planner they are looking for. We receive nine (9) job announcements provided by the respondents. This was useful in adjusting the curriculum design to the expressed needs of industry professionals who will be employing program graduates.

Addendum #4 Student Survey

A summary report of on-campus student demand survey- Spring 2015

Introduction

To understand potential student demand on the City and Regional Planning B.S. degree program, the College of Social Sciences conducted an on-campus student demand survey in February 2015, at Fresno State. A copy of the survey is attached in the appendix.

The survey was sent to all Freshmen and Sophomores who are enrolled in Spring 2015, a total of 7,607 students. In the first two weeks of the survey, we received over 1,000 responses and decided to close the survey. The final sample size is 1,105.

Of our respondents, 56.9% are freshmen and the rest are sophomores. Almost 80% are female and the majority are ethnic minorities (53.6% Hispanic and 23.8% Asian). These students have an average campus GPA of 2.88.¹

Findings

The first two questions of the survey are informational, asking if students are knowledgeable about the CRP professional and future job market in that field.

1. Cities provide us with places to live, work, and play. There is a profession, called city and regional planning, that aims to make cities and communities a better place for people to live in. Have you heard of the city and regional planning profession?

Yes 27.1%; No 72.9%

2. Were you aware that job forecasts tell us that California will need hundreds of additional planners in the next ten years? For the large Fresno area, this will be particularly true, with the high-speed railway under construction. All these mean more jobs for qualified planner applicants. Are you interested in learning more about city and regional planning?

Yes 50.3%; No 49.7%

The majority of the young students are not aware of CRP as a profession but half of them know about potential high-speed rail construction and possible jobs related to it.

Questions 3 to 6 asked students questions about the City and Regional Planning and they are all multiple response questions where students can choose all items they want to choose.

Question 3 asked which areas of the planning profession interest the students. Answers are given below:

	Responses		Percent of Cases
	N	Percent	
Land Use Planning	579	26.0%	55.0%
Environmental Planning	492	22.1%	46.7%
Community and economic development	688	30.9%	65.3%
Transportation	465	20.9%	44.2%
Total	2224	100.0%	211.2%

On average each respondent chose two areas as their interest. Three areas are almost equally picked up, but “Community and economic development” received the highest interest.

¹ Matching student IDs on the survey obtained information on gender, ethnicity and GPA from Fresno State’s student database.

Question 4 asked which areas of the planning profession interest the students. Answers below.

	Responses		Percent of Cases
	N	Percent	
Consider the diverse needs of people and cultures we serve	583	11.8%	53.5%
Improve the quality of life for people	831	16.8%	76.2%
Protect the environment through sustainable building and planning practices	609	12.3%	55.9%
residential, commercial, and other types of development	486	9.8%	44.6%
Lessen social and economic inequities	415	8.4%	38.1%
Make sure the people are safe where they live	774	15.7%	71.0%
Help people obtain housing and jobs that they need	659	13.4%	60.5%
Improve transportation options (road, bus, bicycle) for people	578	11.7%	53.0%
Total	4935	100.0%	452.8%

Students on average picked up 4.4 areas as their interest. The top three are “improve quality of life,” “make sure people are safe where they live,” and “help people obtain housing and jobs.”

Question 5 asked which planner skills interest the students. Answers are given below:

	Responses		Percent of Cases
	N	Percent	
Being creative and helping designing places that make people happy	766	25.9%	71.9%
Communicating directly with members of the public, community groups, other planners, and decision-makers	537	18.1%	50.4%
Community outreach skills, including interviewing, surveying, holding focus groups, attending public events	502	17.0%	47.1%
Helping communities manage conflicts and build consensus	432	14.6%	40.6%
Computer/technological skills, including drawing, mapping, quantitative analysis, using social media for community outreach	424	14.3%	39.8%
Communicating with people through written documents	298	10.1%	28.0%
Total	2959	100.0%	277.8%

Students on average chose about 3 skills, and the skill of “Being creative and helping designing places and make people happy” is ranked the highest. On the other hand, “to communicate through written documents” is the least favoured skill among the respondents.

Question 6 asked which planner skills interest the students. Answers are given below:

	Responses		Percent of Cases
	N	Percent	
Public sector	545	34.0%	51.0%
Private section	500	31.2%	46.8%
Non-profit sector	558	34.8%	52.2%
Total	1603	100.0%	150.0%

The three sectors are almost equally preferred.

Question 7 asked whether the respondents would consider taking City and Regional Planning as their major, given the information students have been exposed to in the survey. Responses show that

	Frequency	Percent	Valid Percent	Cumulative Percent
1 Yes	91	8.2	8.2	8.2
2 No	443	40.1	40.1	48.3
3 Not sure at this moment.	571	51.7	51.7	100.0
Total	1105	100.0	100.0	

Although only 8.2% students expressed interest in this new degree program, this is relatively a rather positive result. Fresno State has a total of 63 bachelor degree programs and some of these have multiple majors. The survey respondents came from 95 different specific academic plans (majors). If 8.2% expressed an interest in the new degree program, which is a significant deviation from pure chance that students may major in City and Regional Planning.

We also found that sophomores are slightly more willing to say they may take CRP as their major, than are freshmen (10.3% vs. 6.7%).

Students who are willing to major in City and Regional Planning are from these majors, by number of YES responses:

Pre-Nursing	12
Undeclared UGRD	8
Pre-Business	7
Pre-Psychology	7
Civil Engineering	6
Animal Sci-Pre Veterinary	4
Biology	4
Crim-Law Enforcement	4
Health Sci-Comm Health	3
Kinesiology-Exercise Science	3
Liberal Studies-Blended Pgm	3
Political Science	3
Pre-Social Work	3
Agricultural Business	2

Crim-Forensic Behavioral Scien	2
Mechanical Engineering	2
Sociology	2
Spanish	2
Ag Ed-Teacher Prep	1
Anthropology	1
Comm Disorders - Spch Path	1
Communication	1
Computer Engineering	1
Computer Science	1
Crim-Victimology	1
English Education	1
Geography	1
I-BUS PROG	1
M Comm & Journ-Multimedia	1
Pre-Athletic Training	1
Theatre Arts - Acting	1
Undeclared	1

However, if we rearrange the responses by percentage of majors from each academic plan, the distribution shows:

Geography	100.0%
I-BUS PROG	100.0%
Communication	50.0%
Spanish	40.0%
M Comm & Journ-Multimedia	33.3%
Civil Engineering	27.3%
Political Science	25.0%
Pre-Social Work	25.0%
English Education	25.0%
Animal Sci-Pre Veterinary	21.1%
Ag Ed-Teacher Prep	20.0%
Anthropology	20.0%
Theatre Arts - Acting	20.0%

Undeclared	20.0%
Health Sci-Comm Health	18.8%
Sociology	18.2%
Agricultural Business	14.3%
Kinesiology-Exercise Science	13.6%
Mechanical Engineering	13.3%
Crim-Victimology	11.1%
Undeclared UGRD	9.9%
Pre-Psychology	9.1%
Crim-Law Enforcement	9.1%
Comm Disorders - Spch Path	9.1%
Computer Engineering	9.1%
Computer Science	7.7%
Crim-Forensic Behavioral Scien	7.1%
Pre-Nursing	7.1%
Pre-Athletic Training	6.3%
Pre-Business	5.9%
Biology	5.9%
Liberal Studies-Blended Pgm	4.6%

Conclusion

The College of Social Sciences at Fresno State launched a student demand survey in February 2015, to understand whether freshmen and sophomore students are interested in the City and Regional Planning degree that is being developed.

The survey first introduced the new degree and its professional skills and applications to the students. Over 72% of the respondents haven't heard of the profession, but 8.2%, or 91 students, expressed an interest in taking City and Regional Planning as their major at the end of the survey.

Given the large number of academic plans these students come from, the responses establish a solid ground that there is student demand for this new degree program in City and Regional Planning.

Addendum # 5 Plan Making course rubric- undergraduate

Assessment is used to determine what a student knows or can do. ([Herman & Knuth, 1991](#))

Plan making course rubric- undergraduate

Reviewer # _____

Preamble: The overall program learning outcomes are statements of what each student is expected to know or be able to do after satisfactorily completing the program. The assessment of the plan-making course is distinctive in that it focuses on collective rather than individual performance. Concluding that course project has demonstrated the achievement of particular learning outcomes does not mean that every participating student has demonstrated this achievement, since different students perform different tasks, although course size is typically small and considerable engagement by all students with the project as a whole is expected.

Instructions: Please enter your assigned Reviewer number above and the report number below. Choose one answer for each question below. Select “cannot ascertain” if the project does not appear to address a particular learning outcome or if you simply feel you have insufficient evidence on which to base a different answer. The Comment section at the end of this form is optional, but we do recommend it be completed to provide a deeper set of comments.

REPORT # _____

A. Collectively, this report demonstrates the students':

Foundational skills

1. *Understanding of the historical, theoretical, legal, and methodological foundations of planning*

Well demonstrated _____ Demonstrated _____ Partially demonstrated _____
Cannot ascertain _____

2. *Ability to effectively represent and communicate planning information*

Well demonstrated _____ Demonstrated _____ Partially demonstrated _____
Cannot ascertain _____

Methodology

3. *Ability to gather, organize, analyze, and present planning information*

Well demonstrated _____ Demonstrated _____ Partially demonstrated _____
Cannot ascertain _____

4. *Ability to transform data and information into knowledge for action*

Well demonstrated ____ Demonstrated ____ Partially demonstrated
____ Cannot ascertain ____

Integrative skills

5. *Ability to integrate and apply the necessary skills and knowledge to address complex planning problems*

Well demonstrated ____ Demonstrated ____ Partially demonstrated
____ Cannot ascertain ____

6. *Ability to implement a planning process*

Well demonstrated ____ Demonstrated ____ Partially demonstrated
____ Cannot ascertain ____

7. *Ability to work with a variety of audiences: multiple publics, officials, and decision-makers*

Well demonstrated ____ Demonstrated ____ Partially demonstrated
____ Cannot ascertain ____

Professional skills

8. *Ability to reflect upon, critique, and evolve the practice of planning*

Well demonstrated ____ Demonstrated ____ Partially demonstrated
____ Cannot ascertain ____

9. *Ability to address issues of: sustainability, diversity; and environmental and social justice*

Well demonstrated ____ Demonstrated ____ Partially demonstrated
____ Cannot ascertain ____

10. *Ability to practice in accordance with the American Institute of Certified Planners Code of Ethics*

Well demonstrated ____ Demonstrated ____ Partially demonstrated
____ Cannot ascertain ____

B. Overall, the evidence provided by this report supports the conclusion that the studio participants are achieving CRP's learning outcomes for the undergraduate program in City and Regional Planning

Agree ____
Agree with reservations ____
Disagree ____
Insufficient evidence to decide ____

COMMENT(S) optional (use additional sheet if necessary):

Addendum 6 Facilities and Equipment in Place

CSU Fresno- Facilities and Equipment in place and committed to support of the proposed City and Regional Planning degree

Bldg.: Science 176 Computer lab

33 Workstation + 1 Teacher Station

Intel Core i5-2400 Processor @ 3.10 Ghz, 8 GB RAM, 128GB SSD

Storage, Windows 7 Enterprise 64bit OS.

ArcMap 10.x

Idrisi

ENVI

SPSS

Microsoft Office

Wide Format Printer/Plotter - HP Designjet T790

Wide Format Scanner - Contex Crystal G600

High Quality Document Camera - Samsung UF-80DX

Teacher Display - Smart Podium

Extron Media Switcher with RGB Laptop Hookup

Dual Ceiling Video Projectors

Wifi - FresnoState

Printer - Fresno State Pay-per-Print System

Bldg: Science 178 Classroom/Computer Lab

5 Workstations

Intel Core i5-650 @ 3.1 Ghz, 4GB RAM, 250GB Storage, Windows 7

32bit OS.

ArcMap 10.x

Idrisi

ENVI

SPSS

Microsoft Office

Local Laser Printer - Color LJ CP 3525x

Document Scanner with Feeder - Epson GT-2500

Document Camera - Avervision 300AF

Extron MLC media Switcher with RGB laptop Hookup

Ceiling Video Projector

Addendum 7: Course Linkage Chart



