Program Vision
The program envisions a society where individuals and groups can fully participate in the planning and development of their communities such that basic needs of safety, shelter, livelihoods and opportunity for self-realization and participation are met for all. Community aspirations, as understood by diverse segments of the community, are discussed freely and form the foundation of planning for a more sustainable future, with special consideration for those who are most marginalized and for the ecological systems that sustain and inspire us.

Program Mission
The mission of the Urban Planning and Sustainable Development Program is to cultivate students to become future planning leaders who are ethical, knowledgeable, and technically capable to assist communities as they plan more sustainable futures. The Urban Planning program’s mission affirms and works within the broader mission of Huxley College to integrate an outstanding urban planning educational program through faculty-student collaboration, applied research, and professional and community service. The program’s mission, thus, comprises the mission of both the urban planning program as well as Huxley College’s overarching mission.

Urban Planning Program and Huxley College’s Overarching Mission
Huxley College’s overarching mission is to be a premier institution for the education of future environmental experts and leaders, both regionally and global. Huxley College’s approach to its mission is through critically addressing today’s environmental challenges and preparing tomorrow’s interdisciplinary problem solvers. We accomplish this mission by integrating outstanding educational programs, faculty-student collaboration, applied research, and professional and community service – using the teaching, advising, and College structure as an integral resource. Huxley College’s disciplinary majors each emphasize particular fields of study to effectively carrying out the Huxley’s mission in the education of future environmental leaders and experts. The Urban Planning and Sustainable Development major represents the professional field within the College that directly addresses environmental and community problem solving through urban planning practice.

Our Urban Planning program’s strategic mission is fulfilled through curriculum attainment of three values: Collaboration, Application, and Problem Orientation:

- **Collaboration**: We collaborate within the College, with other units of the University, and with the larger community in solving environmental and community problems.
- **Application**: We apply our teaching and learning to the real world and seek to make meaningful contributions to a community’s sustainable development.
- **Problem orientation**: We engage students, faculty, and the professional community meaningfully in the analysis of solutions to pressing environmental and community problems.

Many of our graduates go on to professional careers in urban planning, while others continue their graduate
studies in urban planning, law, natural resource management, architecture, and public policy fields. Our curriculum is designed to help students make the intellectual connections and gain the practical skills necessary for building socially and environmentally sustainable community futures. Through the integration of urban planning and the natural sciences, social sciences, and allied fields, the Urban Planning program at Huxley College endeavors to educate problem solvers who are able to meet the environmental challenges of our times. Our graduates directly meet state-wide demands for training young professionals to enter high demand fields, this is especially pertinent in Washington State which has enacted progressive land use, growth management, and environmental protection policies.

Huxley's Urban Planning program’s mission emphasizes an interdisciplinary approach to solving complex problems that face communities from the local to the global level. The program emphasizes a concern for progressive change that is needed towards the design of equitable, healthful, livable, and sustainable communities for present and future generations. The curriculum combines urban planning theory, history, and methods, sustainable design, law, dispute resolution, resilience planning, urban design, environmental policy, and environmental sciences to provide students with a solid core understanding of the linkages between urban and natural systems and the multi-dimensional problems faced in urban development. The program prepares students with the knowledge and skills necessary to make positive changes towards sustainability in an increasingly complex world.

**Definition of program mission fulfillment**

Our Program’s Mission is to cultivate students to become future planning leaders in order to assist communities to plan more sustainable futures. That sustainable future is inspired by the Program’s vision for the attainment of a future society where individuals and groups can fully participate in the planning and development of their communities such that basic needs of safety, shelter, livelihoods and opportunity for self-realization and participation are met for all. The program fulfills its mission through its curriculum as well as extracurricular activities.

**Evaluating the Program Mission**

Evaluation is used to determine if the goals for our programs and the content of our courses are being met. As an integral step to assessment, we first identify the attributes of a Huxley graduate. These attributes are the result of achieving expected learner outcomes in coursework and experiences such as studios, internships, and capstone courses, and thus the achievement of our programmatic objectives. Learning objectives are measured at both the College-wide level (environmental core knowledge) and at the Urban Planning program level (emphasizing urban planning knowledge, skills, and values).

The attributes of a Huxley Urban Planning graduate include the understanding and acquisition of knowledge in:

- Legal, procedural, theoretical, historical, ideological, and political aspects and processes that shape the urban environment.
- Processes of conflict and collaboration among governments, community organizations, and private sector actors.
- Methods in public policy alternatives analysis.
- Process of forming public policy and how policy can be changed.
- Forming of ideals and philosophies benefiting the public realm and the quest for societal justice.
- Methods for implementing growth management and assessing sustainable development.
- Ability to work in collaborative arrangements and in situations of uncertainty, diversity, and risk.
- Complexity and diversity in social and cultural perspectives.
• Writing, graphic illustration, and speaking skills for persuasive communication.
• Skills and methods for preparing planning and policy proposals.

Shaping the Strategic Plan
The Urban Planning faculty, along with Department faculty colleagues, conducted a major reevaluation of its Urban Planning program in AY 2010-11. One of the priorities emerging during the major evaluation work was a recommendation to apply for PAB accreditation, a priority that is achieved through the PAB accreditation review process. The program’s current structure, consisting of the independent Urban Planning major, was revised in 2012. Planning students in the program during the 2010 and 2011 were actively engaged through surveys and a series of discussions and surveys to determine the future directions for the program, and revisions were introduced to the Urban Planning curriculum to 1) strengthen its core program in compliance with PAB curriculum standards, 2) to increase integration with other disciplinary fields within the Department and the College, and 3) to create a more clearly defined program for purposes of program self-administration and maintenance. The program introduced several new courses to the curriculum (including Plan Graphics, an applied statistics course, and a Planning Studio implementation class) where we found that more skills-based knowledge was needed, and we are continuing to revise and refine the curriculum (for example, we are anticipating a reduction of several prerequisite course and department core requirements in AY 2016-2017 that would provide for an expanded urban planning core curriculum to further enrich the scope of the program).

Elements of the Strategic Plan:

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<tr>
<th>Strategic element</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Curriculum</td>
<td>• Assess, evaluate and enhance curriculum</td>
</tr>
<tr>
<td></td>
<td>• Evaluate opportunities for graduate students in urban planning</td>
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<tr>
<td>Experiential Learning</td>
<td>• Assess and expand experiential learning opportunities in applied curriculum</td>
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<tr>
<td>Constituent and</td>
<td>• Engage faculty, students, alumni, and professional community in strategic</td>
</tr>
<tr>
<td>Professional Engagement</td>
<td>planning and program evaluation</td>
</tr>
<tr>
<td>Diversity</td>
<td>• Increase diversity among faculty and the student body</td>
</tr>
<tr>
<td>Facilities</td>
<td>• Expand facilities support resources to meet curriculum needs and expansion of program size</td>
</tr>
<tr>
<td>Faculty</td>
<td>• Assess need for expanded tenure track and non tenure track faculty</td>
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<tr>
<td>Scholarship</td>
<td>• Strengthen policies encouraging greater faculty applied scholarship</td>
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<td>Extracurricular</td>
<td>• Expand extracurricular learning experiences for students</td>
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<td>• Provide training services to the public and professional community</td>
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<td>Funding</td>
<td>• Establish program funding support for accreditation, extracurricular,</td>
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<td>scholarships, and experiential learning activities;</td>
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<td></td>
<td>• Membership fees associated with faculty, program affiliations, and scholarships</td>
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Strategic priorities

Urban Planning and Sustainable Development Program Strategic Plan
The Urban Planning Program Committee, comprised of the planning faculty and students, the College Dean, and the program’s professional advisory board, direct the program’s strategic development process. The Urban Planning major retains its own disciplinary organization and is represented in the Department by the Urban Planning Program Committee. The governing structure guiding program development and maintenance provides a strong degree of program autonomy.

- **Curriculum Development and Evaluation** - The Urban Planning program has dedicated faculty and facility resources to carry out its mission and is supported within the interdisciplinary framework of the College. The urban planning core faculty is comprised of faculty that is primarily engaged in the program’s curriculum and scholarship. An affiliated core of planning faculty contributes to the planning core and specialization fields from within the Department and College. In addition, adjunct professional partners, as well, support the program. To facilitate to effective implementation of the program curriculum, dedicated facilities, staff, and technology resources are required to support the program’s operation. The program maintains a core faculty, staff advisers who assist students in the process for applying to the major and the preparation of a two-year study plan, an internship coordinator to assist students and client organizations identify suitable student learning internship experiences, and other university supported services supporting instructional technology, career advisement, and student writing skills development. A plan for graduate planning studies was identified as a curriculum priority. In addition to the Department’s recent creation of an MA degree program in environmental studies with specializations in fields that include urban planning and community development, the department has identified the Peace Corps International (PCI) Graduate Program as an opportunity to further involve the urban planning program in graduate education. An application to participate in the PCI program is currently being prepared for submission to the Peace Corps. If accepted, the urban planning program would provide a specialized focus in community planning complementing Huxley’s MA in environmental studies in international development.

- **Experiential Learning** - Our successful “urban transitions studio” (UTS) program partners a series of upper division planning studio class with community partners to assess strategic approaches to fostering sustainable development in our local communities. The program seeks to further expand the reach of UTS in AY 2015-16 and beyond, by promoting university-wide participation for a broader-based service-learning program. Exploratory discussions occurred in April 2015 with representatives of the University of Oregon’s successful “Sustainable Cities Year” (SCY) program as a potential model for WWU’s further expansion of our UTS program. The University has elected to pilot a SCY pilot program, which is expected to commence in AY 2016-17.

- **Constituent engagement** - Huxley College’s bylaws provide for the direct and meaningful participation of students and staff on college committees, and are integral to the development and assessment of Huxley’s curriculum and programs. Students are afforded not only meaningful input, but also voting privileges as well with respect to curriculum development. The Bylaws provides the authorizing structure for establishing an urban planning faculty committee with oversight responsibilities for program development and assessment.

In 2012, urban planning students formed an active planning organization through the WWU Associated Student government. The student organization provides continuous feedback regarding the assessment of the curriculum (both through individual course evaluation and student surveys) as well as promoting student engagement in continuing planning education by promoting the attendance of conferences,
speaker series, and APA WA Chapter meetings. Students are engaged in regular discussions with the core-planning faculty to encourage their views and recommendations regarding further improvements to the curriculum. In addition to regular meetings with students, in December 2014, the program conducted an online survey of our program graduates between 2008-2014 to provide an avenue for the meaningful alumni input and involvement in program strategic planning. The survey provided valuable information that was used to assess the effectiveness of the program curriculum in preparing graduates for professional careers in planning and for graduate education.

In April 2015, the students and core-planning faculty developed an online survey to better understand students’ perspectives on department and program course usefulness, rigor, and team projects. The results of this survey are being used to recommend further refinements to the curriculum, commencing in a curriculum review process that will begin in Fall 2015 and Winter 2016. Representatives of the Student Planning Organization also sit on the Urban Planning Faculty Committee overseeing the development and operation of the program. In addition to these surveys, the program has created an exit survey as part of the University’s annual graduation survey to assess student-learning objectives upon the completion of the program. The survey results are presented in the PAB Self Study Report (SSR), Part IV.C.6.

In addition to faculty and student engagement in the program’s strategic planning, a Planning Advisory Board was appointed in 2015 to help shape its strategic planning. The board is comprised of regional professional planners, graduates from our program, and representatives of APA Washington Chapter. The Board provides further review and recommendations regarding program strategic planning by annually reviewing the curriculum structure and program mission and goals. The Board first convened in May 2015 to review and assess the program’s strategic plan and review Student Learning Objectives achievement. The board makes annual recommendations regarding further improvements to the program’s strategic plan.

- **Program diversity** - A plan for increased diversity among students and program faculty is currently in development by the Department’s Adhoc Diversity Committee. The goal of the diversity plan is to outline a recruitment strategy and process that will assist the program to achieve diversity levels equal or exceeding those of the university. Primary emphasis in diversity recruitment will target the growing university’s diverse freshman and sophomore class beginning in AY 2015-16. (See SSR Part IV.C.5.E).

- **Facilities Improvement** - The program maintains facilities that include a dedicated planning studio classroom that supports studio classes; access to the College and University’s spatial analysis, computer labs, and library resources, and the Department’s research institutes, including the spatial analysis lab and the resilience research institute. Improvements to the urban planning studio facility, while functional, have been identified as the top Department priority. Building plans for space improvements, comprising improvements to HVAC systems, the installation of shared computer stations, clustered workstations, a seminar/critique/discussion space, interactive projection screens, lockable student storage cabinets, and other improvements have been cost estimated and are currently included in the university’s 3 year capital improvement priority program.

- **Faculty applied research** - The department’s unit evaluation plan (UEP) provides the standard for faculty promotion and tenure (SSR Part IV.C.5.A). The UEP currently encourages applied research as a recognized form of faculty scholarship. The program faculty committee will examine further recommendation to the UEP to further emphasize the importance of applied scholarship among the
urban planning faculty.

• **Student extracurricular learning activities** - College funding has been committed to supporting a weekly lecture series that address urban planning and environmental policy topics of interest to our students, faculty, and the general public. The continuation of the lecture series program has been identified as a top College priority. Further, the Department recently instituted a campus brown bag lunch lecture series to commence during the AY 2015-16 year, bringing colleagues throughout the university as well as visiting professionals to discuss research and planning activities. The student planning organization has also expressed a desire for planning related presentations and lectures and is encouraged to participate in the brown bag lecture series. Students have also been invited to attend quarterly meetings of the NW district of APA Washington Chapter and are encouraged to enroll as student members in APA and to attend regional and national workshops and conferences. A group of students attended the APA national conference in Seattle in 2015 and the program supports other student field visit activities.

• **Program funding** -- Funding program participation in PAB, ACSP - a funding request has been submitted to the Provost’s office as part of the university’s 6-year “big ideas” initiative to secure funds for Huxley’s continued accreditation activities. The request for Provost’s office funding was approved in June 2015, reflecting strong university support for program accreditation. The College Dean has also established a program fund to support activities related to the PAB accreditation process. In addition, the Department provides a fund to support each of the Department’s major programs.

**Strategic plan updates, dissemination, and progress evaluation**
The Urban Planning faculty engages students and alumni in ongoing evaluations of the structure and content of the curriculum and solicits suggestions for further improvements. Student course evaluations and surveys provide important tools in evaluating the success of instruction and result in the regular evaluation of the curriculum.

**Method for evaluating progress and making improvements**
The program is comprised of an urban planning core, an environmental studies core, a capstone, an experiential requirement, specialization electives, as well as minors. The environmental studies core incorporates the interdisciplinary foundation of Huxley College’s approach to the study of the environment and serves as an overarching specialization for our urban planning students. The urban planning major’s core curriculum concentrates studies in urban planning general knowledge, public policy development, land use and environmental law, methods and processes of planning, decision making, planning history and theory and practicum, designed to meet the PAB curriculum goals. The capstone emphasizes interdisciplinary applied research and problem solving, and the experiential component includes an internship, research, or international experience. The specialization elective component of the program provides for students to elect an area of specialized interest, concentrating on a field of specialization or a minor in one or more sub fields of planning, or by selecting from a number of thematically oriented clusters of elective courses, with Faculty advisor approval.

Huxley’s Urban Planning and Sustainable Development program emphasizes a concern for progressive change that is needed towards the design of equitable, healthful, livable, and sustainable communities for present and future generations. The curriculum combines urban planning, sustainable design, environmental policy and analysis, and environmental science to provide students with a solid understanding of the linkages between urban and natural systems and the multidimensional problems confronted in urban development.
Advanced studio classes are twined with local governments and non-profit organizations in collaborative studio workshops that examine sustainable development problems and solutions for communities. Our professional partners, several who are APA and/or AICP members, supplement the teaching faculty as lecturing guest faculty and mentors in our senior level planning studio classes.

As a professional major, graduates are prepared for careers in public planning agencies, consulting firms, and nonprofit civil society organizations at the local, state, and federal levels of government, as well as for graduate study. Students are accepted into the Urban Planning and Sustainable Development major based on a review of their application demonstrating their affinity to integrate sustainable thinking, urban design, social equality concerns, and environmental systems principles, and on enrollment limits.

Process for program review
As a first step in the process of annual program review, the plan emphasizes facilitating student understanding about the program structure and its requirements. This is accomplished through informational handouts, public meetings with the planning student cohort, and website postings. Informational exchange is essential for supporting student recruitment and retention. Student informational material explain how the program application process works, the structure and rationale of the curriculum, and provides disclosure statements regarding program costs and duration, as well as student guidance in scheduling their course selection sequence. We emphasize the development of a strong cohort group of planning majors from the time students are first introduced to their peers in their first quarter of their junior year, and progressively engage in cohort collaboration in senior level planning studios, capstone courses, and other project-based coursework, creating a strong identify for the cohort group. Public information about the Urban Planning program is posted on the Huxley College website and is included in SRR Part IV.C.7.

The urban planning program committee meets regularly to review and revise, as necessary, the program’s strategic plan. The program committee also convenes at least once annually in a retreat format with the student urban planning organization and the program’s professional Advisory Board to further evaluate and refine the strategic plan. Review and assessment outcomes from the annual retreat inform subsequent revisions to the strategic plan.

Assessment
Assessment of student learning and skills acquisition specific to the goals for Urban Planning program occurs under several principal assessment instruments, including evaluation in applied studio and capstone courses, student course evaluations, survey instruments, and a comprehensive graduation exam (currently in development):

- Applied studio and capstone courses are evaluated as team collaborative efforts. Studio project development is continuously critiqued throughout the studio experience, providing students with continuous evaluation and feedback regarding their problem identification skills and solution-making process. Evaluation of student learning occurs in the assessment of final products and presentation of planning concepts in public meetings, demonstrating the curriculum’s student learning objectives:
  - Studio based problem solving classes where students are challenged to produce solutions to complex urban and environmental problems
  - Critique and assessment of plan concept formulation skills
  - Production and presentation of collaborative creative work
• Capstone and studio courses to assess the application of knowledge gained in the program
• Internships applying academic training in professional settings
• International study to assess, evaluate, and address international community problems

• A second measurement of learning objectives achievement is carried out through student course evaluations. Students evaluate each course at the end of the quarter and the evaluation reports are made available to the faculty member and reviewed by the program. The evaluation provides immediate assessment of courses and an opportunity to introduce revisions to curriculum in a timely manner.

• A third measurement of learning objectives achievement is conducted through an exit survey questionnaire for graduating Urban Planning Majors. Western’s annual survey of graduating students assesses student learning outcomes in general University education and an additional series of questions are issued to Urban Planning and Sustainable Development major graduates to assess their acquisition of the urban planning program’s student learning objectives (survey is scheduled to begin in spring 2015 commencement).

• A fourth measurement of achievement is provided through periodic surveys conducted with current students and alumni of our program to assess achievement in student learning objectives, evaluation of the program’s structure and content, and, for graduates, success in finding a job in a planning or related field.

• A fifth measure of achievement that is currently under preparation is the development of a comprehensive exit examination for graduating seniors to test planning knowledge, skills and values. It is anticipated that an abbreviated form of the comprehensive examination may also be administered to students entering the major in their junior year. The entry exam is not intended as a graded exam, rather, it is intended to provide a baseline for measuring achievements gained over the 2-year curriculum. Questions are expected to address “general planning knowledge” regarding the purpose and meaning of planning, planning theory, history, and law, as well as considerations of futures and the global context of planning. A section on “planning skills” will pose questions relating to planning research and technical writing skills, qualitative and quantitative methods, plan making and implementation methods, and leadership skills. A “values and ethics” section will pose questions addressing professional planning ethics, governance and participation, sustainability principles, environmental quality, growth management, and social justice considerations in planning.

**UPSD Program Goals and Objectives**
As a public university, we educate students to become future practicing professionals in the field of planning in order to address Washington State’s high demand need for planners. Disciplinary knowledge is integrated with skills so that students gain both knowledge that is immediately useful in their careers and the skills to learn and grow over time. We do this through a curriculum that emphasizes knowledge, values, processes, and skills necessary to positively and sustainably address complex problems faced by communities. We seek to increase diversity in our faculty and student body to further enrich our mission. We seek to further emphasize applied experiential learning as a keystone to our curriculum. We are committed to a program that is steeped in creative urban design and planning solutions, strategies that promote sustainable use of land and natural resources, approaches that foster social equity, and the ideals of environmental justice. The program’s short term and long-term goals include the following:
\textit{Short-term goals (1-3 years)}

\textbf{Goal 1.} Curriculum: Assess the core-planning curriculum to ensure it is attaining the program’s vision and mission. Evaluate the skills and knowledge areas to ensure they reflect changes to national, state, regional and local community needs. The program endeavors to prepare students for professional jobs in urban planning, community and economic development and related fields.

\textbf{Objective 1a:} Annually, the advisory board and core faculty committee meet to evaluate the curriculum to ensure it provides a breadth of core coursework in urban planning and environmental studies reflecting PAB standards as well as addressing changes in local, regional, state and national priorities. Student input and program assessments and surveys inform the evaluation.

\textbf{Benchmark:} At its first annual meeting (Spring 2015) of the UPSD Advisory Board, the planning curriculum was evaluated to identify strengths and potential weaknesses. Recommendations resulted to encourage future curriculum changes to enhance the following areas of knowledge, methods and skills: qualitative and quantitative methods, community development and engagement processes, short range administrative skills, regulations and incentives, and technical writing, and issues concerning diversity in planning. The evaluation was supported by student and alumni surveys conducted prior to the meeting.

\textbf{Objective 1b:} Annually evaluate opportunities to expand the core planning curriculum in order to address learning competencies in prioritized sub fields, including: justice, political economy, communications methods, and offer additional studio class experiences commensurate with an expanded enrollment demands.

\textbf{Benchmark:} The UPSD program committee, with advisement from the Advisory Board and students, commenced its evaluation of curriculum revision opportunities in Fall 2015; in conjunction with Department discussions concerning the reduction of required prerequisite and Phase I core course requirements. The Department’s decision resulted in the proposed reduction of up to 19 prerequisite and Phase I credits for all Department majors, along with a curriculum revision of the Phase I environmental core classes. The resulting recommendation provided the opportunity for UPSD to consider the addition of several new courses to the planning curriculum to: 1) address issues identified in Objective 1a; 2) maximize availability of Department and program faculty resources; 3) integrate new planning faculty into the planning core curriculum with the introduction of new courses; and 4) reduce the overall credit requirement for the planning degree program. A proposed curriculum revision was developed and approved by the UPSD program committee and is currently under consideration by the Department. One of the proposed new planning courses, “land use regulations and technical report writing” was approved by the Department to be offered in Fall 2016.

\textbf{Objective 1c:} Annually evaluate courses to ensure they achieve urban planning program and department student learning objectives (Part IV.C.6) with emphasis in critical thinking, values and principles of social and equitable planning.

\textbf{Benchmark:} Pursuant to the Department’s student learning objectives assessment master plan,
selected urban planning courses were evaluated in Spring 2015 to assess learning outcomes for both Department and Planning Program learning objectives. The learning objectives assessment plan is designed to assess each SLO based on a seven-year cycle. Spring 2015 represented the second year of SLO assessment cycle.

Goal 2. Recruitment of diverse student body: Over the accreditation period, the Department will recruit high achieving students with a diversity of backgrounds and experiences in age, ethnicity, and prior experience. A recruitment effort will target increased student diversity and the maintenance of a cohort of at least 20 students in each program year.

Objective 2a: Adopt and initiate a diversity recruitment strategy that targets freshman and sophomore students of underrepresented groups to promote career opportunities in the urban planning and related professions in AY 2015-16. (See Draft Diversity Plan Part IV.C.5.E and Part IV.C.2.J).

Benchmark: The UPSD program committee formulated and adopted a program diversity strategy, and commenced implementation of 19 of the 24 strategic activities. Many of the tasks are identified as ongoing activities, to be implemented on an annual cycle. Particular achievements include the commitment by the Swinomish Indian Tribal Community to promote enrollment in the urban planning major to qualified Swinomish students with a commitment to providing a full scholarship and paid internships in the Swinomish planning department. A second achievement includes the drafting of a collaborative program with Northwest Indian College to supplement their tribal governance degree program with a specialization in tribal planning. The proposal is under discussion. See also Objective 4b.

Objective 2b. Achieve student diversity demographics (students of color, first generation college bound, age, gender, sexual orientation and identity, socio-economic background, international) that meet or exceed corresponding university diversity demographics by 2020.

Benchmark: WWU student body diversity demographics reflect 24.9% students of color in AY 2015-16. The UPSD student diversity demographics reflect below 5% students of color. The UPSD program committee adopted and commenced a 24-point strategy to promote student diversity opportunities.

Goal 3. Acquisition of Essential Skills: Our program goal is to prepare students with the necessary skills to address community problems upon graduation. Planning skills include: research; written, oral and graphic communication; quantitative and qualitative methods; plan creation and implementation; planning process methods; and leadership

Objective 3a: Ensure that individual course syllabi clearly identify corresponding urban planning and department student learning objectives.

Benchmark: Currently, approximately 50% of course syllabi incorporate UPSD and Department SLOs. Our goal is to ensure that 100% of course syllabi in the UPSD curriculum fully identify SLOs within the next two years.

Objective 3b: Evaluate current course content and student performance to ascertain the attainment of
student learning objectives. This involves the annual evaluation of selected student learning objectives in select courses to measure student achievement outcomes. Pursuant to Department policy, each SLO should be evaluated over a period of seven years.

**Benchmark:** See 1c above. In addition, students, pursuant to CBA requirements, evaluate each course. Student course evaluations provide immediate feedback to instructors. The UPSD program will devise guidelines for each instructor to regularly report on steps taken to improve course content and delivery in achieving course student learning objectives, in response to the evaluations. Instructor reports shall be maintained for future evaluation purposes.

**Mid-Term Goals (4-7 years)**

**Goal 4.** Experiential learning: Expand opportunities for further student engagement in experiential learning environments in partnership with local and underrepresented communities.

**Objective 4a.** The program’s Urban Transitions Studio provides a series of coordinated courses that apply knowledge and skills to addressing real world planning problems. Studio courses should be designed to engage with community clients and professional planning mentors in the community. Our program’s objective is to expand the number of classes that participate in the urban transitional studio partnership program by 100% over the next three to five years.

**Benchmark:** Currently, 2-3 studio courses comprise the Urban Transitions Studio program (Planning Studio I and II, and Planning for Sustainable Communities. In Winter 2016, WWU initiated the Sustainable Cities Year (SCY) program intended to expand experiential learning and service by engaging courses throughout the university in community service projects. The UPSD program committee expects to partner with SCY and other WWU courses in future SCY pilot projects toward the attainment of Objective 4a.

**Objective 4b:** Service to Native American Students: The program seeks to engage in discussions for the development of a cooperative curriculum with the Northwest Indian College (NWIC) in order to support Native American students in urban planning education. A cooperative curriculum is intended to complement and enhance current NWIC programs in Native governance.

**Benchmark:** UPSD program committee formulated a proposal for a collaborative curriculum with NWIC to support planning education under NWIC’s BA in tribal governance. The proposal is under discussion by NWIC and UPSD faculty.

**Objective 4c:** Service to underrepresented communities: The program endeavors to seek partnerships with local organizations, governments, and underrepresented communities to engage in planning studies that address the solutions to the chronic conditions of homelessness in local communities.

**Benchmark:** Several applied planning studies under partnership agreements with vulnerable communities have been completed for vulnerable populations including homeless communities in Bellingham, and a dislocated community in Haiti. The UPSD program is also the its 6th year of a summer applied studies program in sustainable development supporting a rural village community in Ithaca, Greece. The program will continue to identify service-learning opportunities in the future
and promote the engagement of other core urban planning courses in community service delivery.

**Goal 5.** Professional Outreach: Expand our program’s contribution to professional and community planning education.

**Objective 5a.** Recommend to the Department’s coordinator of the Huxley Speakers Program a list of potential local, regional, and national speakers to address timely urban planning topics;

*Benchmark:* The UPSD program committee will work to develop a list of recommendations for planning speaker to participate in the Huxley Speakers program.

**Objective 5b.** Evaluate opportunities to host an annual “local land use” training session in sponsorship with APA Washington and the Planning Association of Washington and reach out to host APA Washington NW District planners forums;

*Benchmark:* A proposal to host future APA WA NW Section annual meetings on the WWU campus has been proposed to APA representatives. The APA WA section adopted policies in 2015 identifying, as a goal, to establish stronger relations with WWU’s urban planning program and students. A seat on the APA NW section board was established for a WWU planning student, and the WWU planning student organization appointed a student representative to the Board.

**Objective 5c.** Evaluate opportunities to host training and conference programs for the benefit of students, local professional planners, and the general public.

*Benchmark:* The UPSD program committee has organized a Winter 2016 panel discussion with Advisory Board members to discuss student preparation in applying for entry level planning positions upon graduation. We plan to host similar panel discussions annually. In addition, the UPSD program will coordinate with Washington State Department of Community Development to host future “local course in local planning” on the WWU campus, open to students and the general public. Furthermore, the UPSD program has been approved to offer an AICP accredited training courses in land use law. Future training is planned to be offered to benefit students, local professional planners, and the general public.

**Goal 6.** Graduate Education: Expand opportunities for graduate education in urban planning.

**Objective 6a:** Support the College’s application for a Peace Corps’ International Graduate Program with the formulation of a curriculum plan emphasizing a specialization in community development.

*Benchmark:* The UPSD program committee participated in the preparation of Huxley College’s application for a Peace Corps Graduate Program at Huxley College, with an emphasis in community development. Objective 6a would be achieved by the granting of program authorization.

**Objective 6b:** Identify appropriate 400 level upper division planning courses suitable as “stacked” graduate courses as well as newly proposed graduate level planning courses to support the Department’s MA in environmental studies degree program.
**Benchmark:** Several 400 level core planning courses have been identified as potential candidates as stacked graduate level courses. A minimum of 5 UPSD courses shall be designated at the 500 level in the AY 2016-17.

**Goal 7.** Applied Faculty Research: Encourage Planning Faculty to adapt their scholarly research in an applied manner for benefit to local and global communities, bridging theory and practice.

**Objective 7a:** Evaluate department standards for faculty tenure and promotion to further encourage and reward applied scholarship.

**Benchmark:** By AY 2017-18, the UPSD program committee shall propose an amendment to the Department Unit Evaluation Plan to more clearly provide guidance regarding the range of activities that may qualify as “applied scholarship” suitable to the planning field, for purposes of meeting department scholarship standards for promotion and tenure. Emphasis should be placed in applied scholarship that has measurable benefit to local communities, in particular, to vulnerable segments of the community benefitting from the applied scholarship.