



City and Regional Planning Program Alumni Survey

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School of Architecture + Planning
March 2015

About the Survey

The Alumni Survey was initiated by the City and Regional Planning Program to gather information about alumni satisfaction, employment and professional accomplishments, and the strength and weaknesses of the program. The survey was intended to inform the Planning Accreditation Board (PAB) 2015 site visit, to provide data for school/university administrators to use in long term planning for the program and to provide to prospective students.

The final survey contained 20 questions, some with multiple parts. A question-by-question summary of the answers to all the questions can be found at the end of this document.

Survey Administration

The survey was written and designed by City and Regional Planning program faculty in the Fall 2014. After minor modifications, the survey was placed on the web via Google Surveys on February 11, 2015, and alumni were invited to take the survey through an emailed invitation. Invitations were limited to only those alumni that had graduated in the past 10 years (2005 and forward), as the perspectives of those who graduated earlier will not substantially reflect the current state of the program, its curriculum and faculty.

Starting from an updated list of the 63 alumni that graduated between 2005 and 2014, the program sent email invitations to 57 (email addresses for six alums could not be obtained). Multiple reminders were sent to alumni over the course of the three week survey period. The survey was closed on March 1, 2015. Of those 57 alumni, 35 participated in the survey (61% participation rate). Of the 35 respondents, 27 (77%) graduated in 2010 or later.

Survey Caveats

All of the data gathered by this survey must be considered in the context of the change that has occurred in the program and department in the past decade. In 2012, the program – along with other SA+P programs moved to the newly-constructed CBEIS building, thus those respondents who graduated in 2012 and earlier – representing the majority of those who responded (58%) never experienced the program in its new environment. Similarly, respondents received their education during a period of significant faculty turnover with five faculty departing and five new hires replacing them since the beginning of the 2006-07 year. Thus, responses concerning faculty and their courses often do not reflect the current roster of professors and their classes. Similarly, administrative and curricular changes made over this period including new courses and specializations, adjunct hires, and adjustments made based on PAB feedback after the program's last reaccreditation effort in 2010-11, may not be fully reflected in respondent answers.

Survey Highlights

Overall, City and Regional Planning alumni were overwhelmingly satisfied with the quality of the education they received from the program. Nearly 85% of respondents judged the quality or value of the program as either *excellent* or *good*. While 20% considered it of *average* quality, there were no respondents who felt the program was below average. Similarly, 80% of respondents felt either *highly satisfied* or *satisfied* with the preparation the program provided for their careers or current job. Over 74% felt the education they received from the program helped them to a great or moderate extent make the transition to the planning (or related) profession from another field.

Demographics

Of the 35 respondents, 20 were female and 15 were male (data from the alumni list shows that of the programs 63 graduates since 2005, 32 are female and 31 male). Over 70% of the survey respondents were Black/African American and 20% were white and 9% Asian.

Consistent with the alumni list and the traditional pattern of the program's graduates the vast majority of alumni live and work in Maryland. Twenty-five of the 35 respondents (71%) noted they live or work in the state, while three (8.6%) noted employment or residency in Virginia. Six other states and the District of Columbia each registered one alumnus. Fourteen (40%) alumni noted residency or employment in Baltimore City.

CRP Curriculum

As part of Question 2, 13 sub questions asked alumni to rate the quality of the city and regional planning curriculum in various skills and knowledge areas. For each question, alumni selected from four choices: *very good preparation*, *adequate preparation*, *poor preparation*, and *does not apply*. The results reflected favorably upon the program. For all 13 questions, the vast majority of respondents felt that the program had provided *very good* or *adequate* preparation in the essential skills and knowledge bases of the field. These results include:

- Twenty-five (71%) felt the program provided *very good* preparation in *professional writing skills*, while 11 (31.4%) noted the program provided *adequate* preparation in this area.
- Twenty-one (60%) felt the program provided *very good quantitative analysis skills* while 11 (40%) noted *adequate* preparation in this area.
- *Public presentation skills and leadership, collaboration and negotiation skills* also received favorable reviews from alumni with each of these categories receiving very good preparation from 66% of respondents (the former received three *poor* preparation votes, while the latter category received no unsatisfactory appraisals).
- Respondents judged the programs preparation in core knowledge areas such as *planning history, planning ethics* and *planning law* in favorable terms. In *planning history*, 60% percent noted that the program provided *very good* preparation while none deemed preparation poor. For *planning ethics*, 30 of 35 (87%) respondents judged the program as providing either *very good* or *adequate* preparation with no respondents rating it *poor*. For planning law, 86% of respondents judged it to be *very good* or *adequate* with only three respondents indicating poor preparation.

In some areas the program did not receive strong ratings. The most prominent of these areas is preparation in *design and graphic skills*, where the program garnered only 20% *very good* responses versus 29% *poor* responses. Respondents also noted a potential weakness in the program's instruction in the global planning discourses. Only 23% percent judged the program to provide *very good* preparation in the *global outlook of planning* versus 17% *poor* preparation. Similarly, *sustainability* preparation garnered only 34% *very good* versus 14% *poor*.

Employment

About 70% of the program's alumni are employed in planning or planning-related positions. Those that are working in the field are employed in a variety of settings and subareas. The highest of these subareas are land-use or code enforcement (10.5%), community development

and redevelopment (9.6%) and transportation planning (8.8%). By institutional setting, approximately 80% of the respondents work for public agencies. The highest number of these alumni work for city agencies (eight or 23.5%), while five work for federal agencies and five at county agencies. Though we did not specifically require respondents to state a work address (they were able to use home or work), using our alumni database we determined that the vast majority of our alums – including those that did not take the survey live and work in the state of Maryland. A few live in Virginia and some work in Washington.

As has traditionally been the case, students have found success finding planning and planning related employment at a variety of points in their training. Twenty percent of respondents already had planning or planning related jobs when entering the program, and 17% found their first planning or planning related job while enrolled in the program, while another 20% found their first job in the field within six months of graduation.

Of the 35 alumni who responded to the survey, only two have achieved American Institute of City Planning (AICP) certification. Alumni are active in local affairs and professional organizations. Nearly 70% belong to a national or local planning organization such as APA. Thirty-one percent are members of a local community or not for profit organization while 23% have held office or serve on the board of such an organization.

Best and weakest aspects of the program

The last three questions of the survey allowed alumni to respond to questions in a written, open-ended format. In these questions students identified the *best* and *weakest* aspects of the program and share additional comments, reflections or suggestions. The responses received to these questions represented a wide diversity of opinions and experiences, though they were generally positive and some used the opportunity to express their gratitude or genuine satisfaction with their Morgan planning education. As one student noted,

"My years in the City and Regional Planning program were the most influential and transformative of my life. ... Going to Morgan was one of the best decisions that I ever made and I will be forever grateful for the experience."

Respondents noted the best aspects of the program were:

- Caring and engaged professors (which received the highest number of *best* remarks)
 - Most professors were very approachable and helpful.*
 - Some professors were genuinely concerns for my academic and future personal success.*
 - My professors cared and took time with me.*
 - The best aspect of the program is the one on one relationship that faculty has with the students in the program. They are very approachable and are willing to help.*
- Strong course offerings and intimate classroom settings
 - I enjoyed the small classroom settings and the variety of course options to select from.*

Those courses that offered hands-on training for the types of projects that a student will be expected to be a part of or manage were the best aspects of the program.

For me, planning history, planning theory and municipal budgeting and finance were the hallmarks of my tenure as an MCRP student.

- Strong engagement with local communities.
“Getting out into various communities and working with community organizations really provided a great opportunity to experience “real” planning work.”

Alumni also noted the positive aspects of studio work, out-of-classroom learning opportunities, service projects and ability to learn from one another as well as “exceptional” networking opportunities.

The responses for the weakest aspects of the program were also diverse. Eight alumni responded for the need for more classes or content in particular areas such as transportation, and urban design, economic development, GIS and training in advanced graphics software. The emphasis in these particular responses was on more technical, skills oriented courses. Overall, GIS was the most mentioned area that respondents felt needed more or better instructional content. There were also a few responses suggesting more course content in the environment and sustainability. A few noted issues with facilities (perhaps these were alumni who attended prior to the opening of CBEIS in 2012). Others noted the need for more cross disciplinary content with SA+P graduate sister programs in architecture and landscape architecture and connection to Morgan transportation and engineering programs:

[The] program needs to become more integrated with the other programs that are housed in the CBEIS building. Architecture, landscape architecture, and transportation planning/engineering are all influential for their ability to develop better planners. For a profession that ties these and other sub-fields together, I didn't witness much of this form of collaboration among students in similar academic programs.

Not enough linkage with the transportation technology center on the MSU campus--there was more interaction with Architecture and even Engineering than with transportation-related studies.

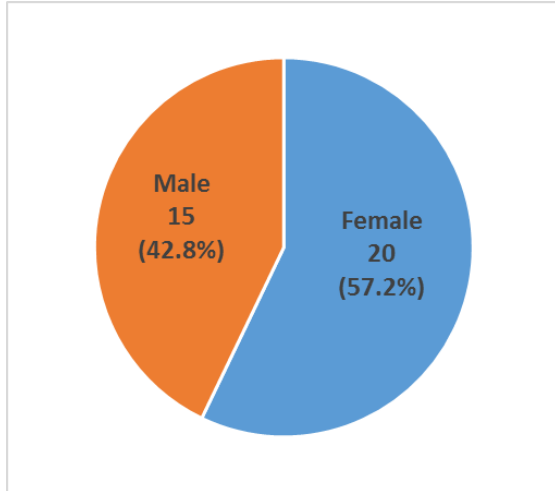
One student suggested that the program focus more “practitioner” aspects of planning including “responding to RFP's, [and performing] market analyses, retail analyses, housing analyses, and more GIS related analyses.” A few complained about their experience with adjunct instructors, one of whom warned, “Do not use practitioners in lieu of academics unless they've been doing the same course for a long time... teaching requires experience and focus.” Another student similarly noted that “the department should have a thorough screening process when hiring adjunct faculty” and complained that adjuncts “came to class poorly prepared, had no sense of pedagogy or knowledge of the profession,” singling out the adjuncts that taught GIS and Land Development Law in particular.

The final question asking for additional comments or suggestions, also received a variety of responses, the majority being positive. Again some responders noted the quality of the instruction they received or personally thanked program professors. Consistent with Question 17 about strengths, some students noted the comparative value of the program in comparison to other nearby planning programs, particularly the University of Maryland, College Park just outside of Washington. One student called the program “an incredible opportunity” to impact “the lives of others” and to “learn how to ameliorate one's environment for the better.” This respondent suggested the program “just continue to keep the caliber of education on par (or even higher) with College Park, with Virginia Commonwealth University, other planning schools, but keep the barriers of entry (evening schedule, no GRE, etc.) lower to afford more people more opportunities within the state of Maryland to achieve their goals.”

Here students also took the opportunity to ask for specific courses or training they were seeking and also for more hands-on experiences or local connections. One such student asked for “more diverse electives.” A few suggested the program needs more resources.

SURVEY QUESTIONS AND RESPONSES

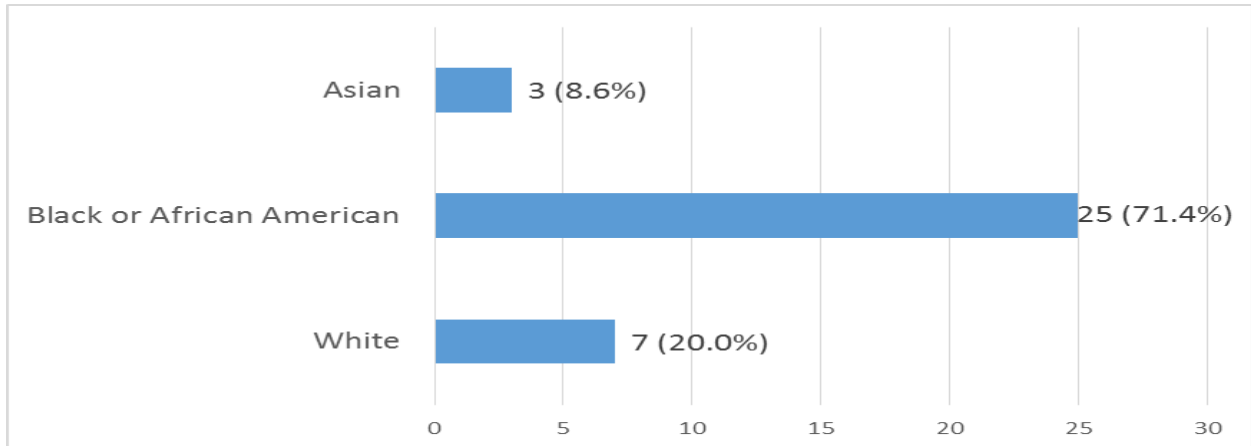
1. Gender:



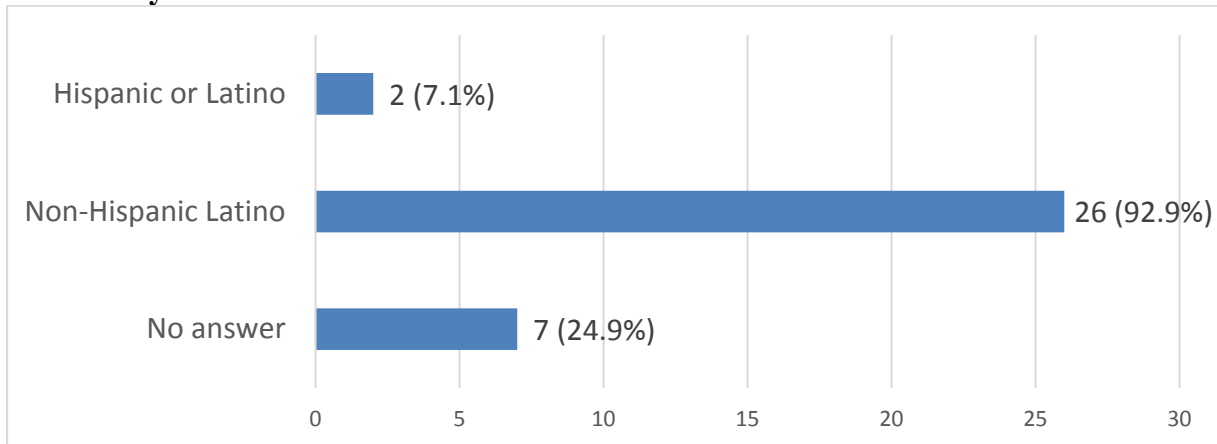
2. Year of Graduation

<i>Year of Graduation</i>	<i>Responses</i>	<i>Percentage</i>
2006	2	5.7%
2007	0	0.0%
2008	2	5.7%
2009	3	8.6%
2010	1	2.9%
2011	4	11.4%
2012	8	22.9%
2013	11	31.4%
2014	4	11.4%
Total	35	100.0%

3. Race

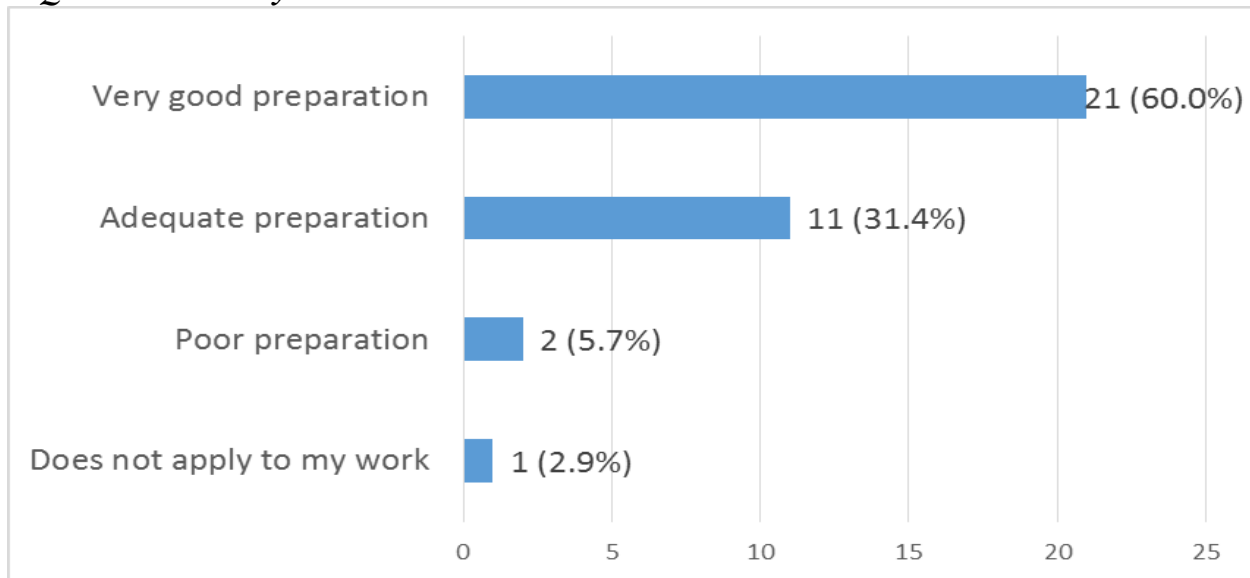


4. Ethnicity

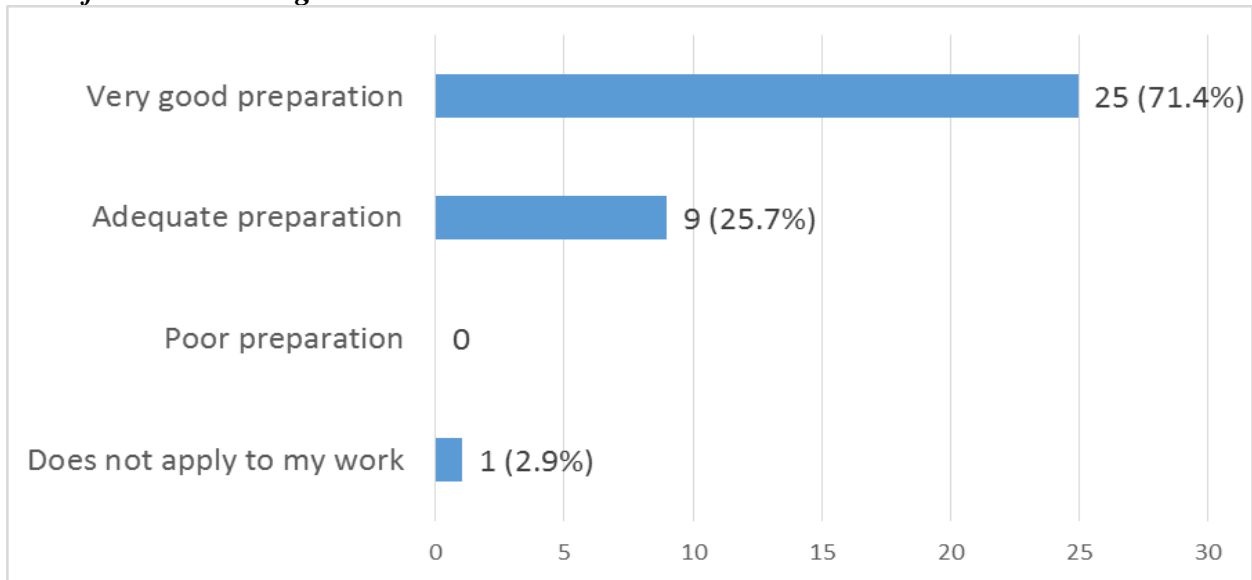


5. How well did the City and Regional Planning curriculum prepare you for your work? Please consider each of the following skill and value areas: rate how well the curriculum prepared for the work you do.

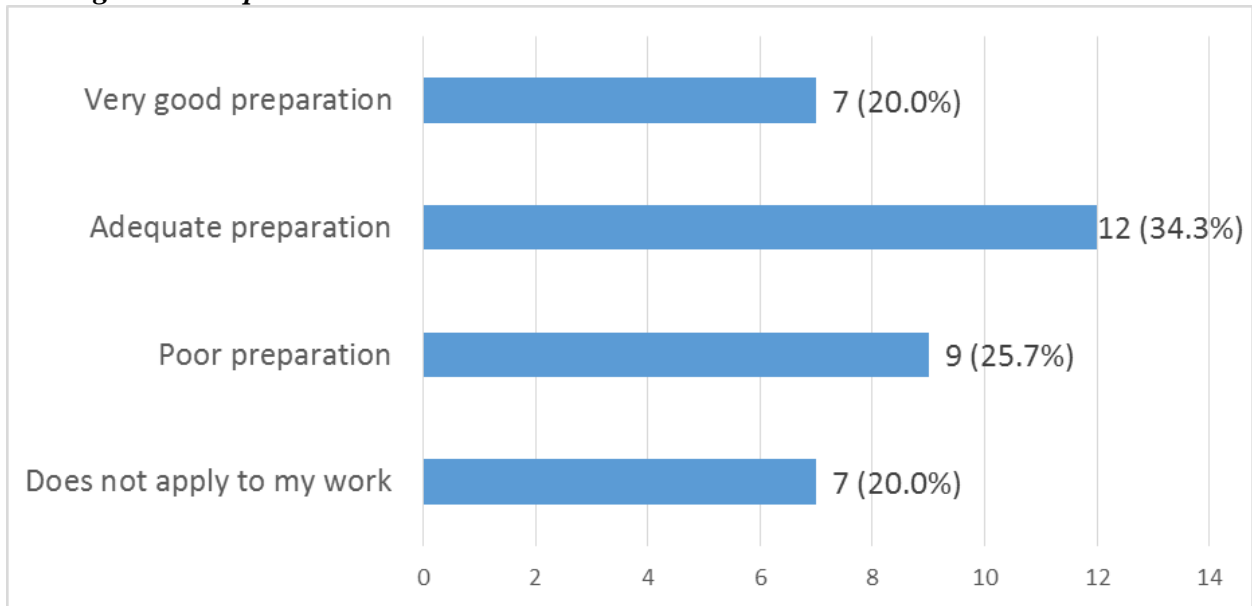
a. Quantitative Analysis Skills



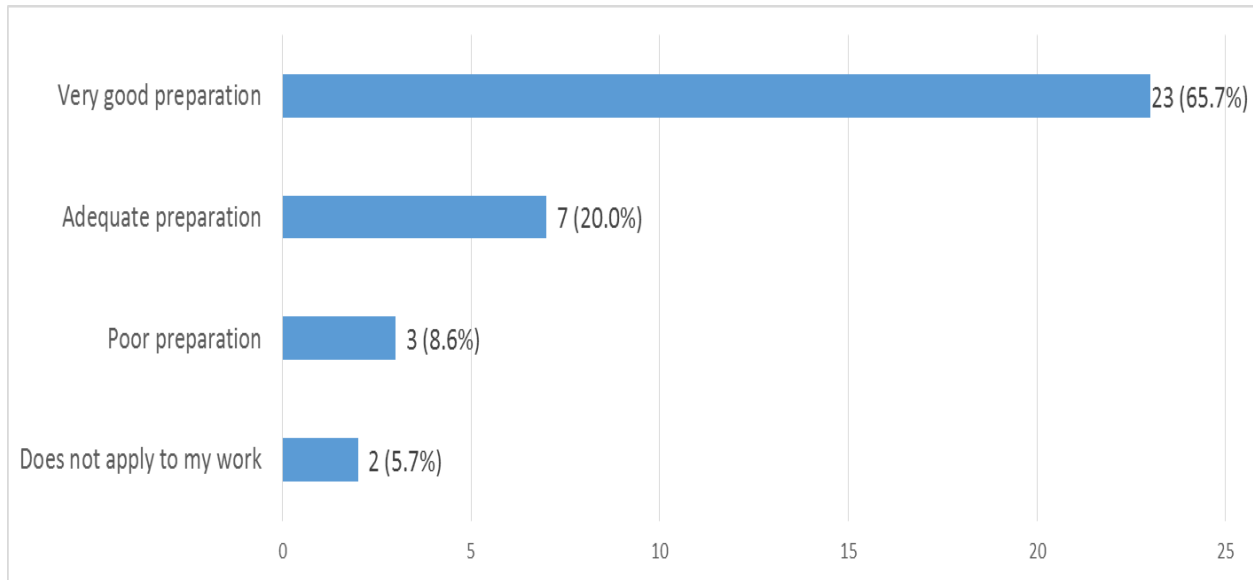
b. Professional Writing



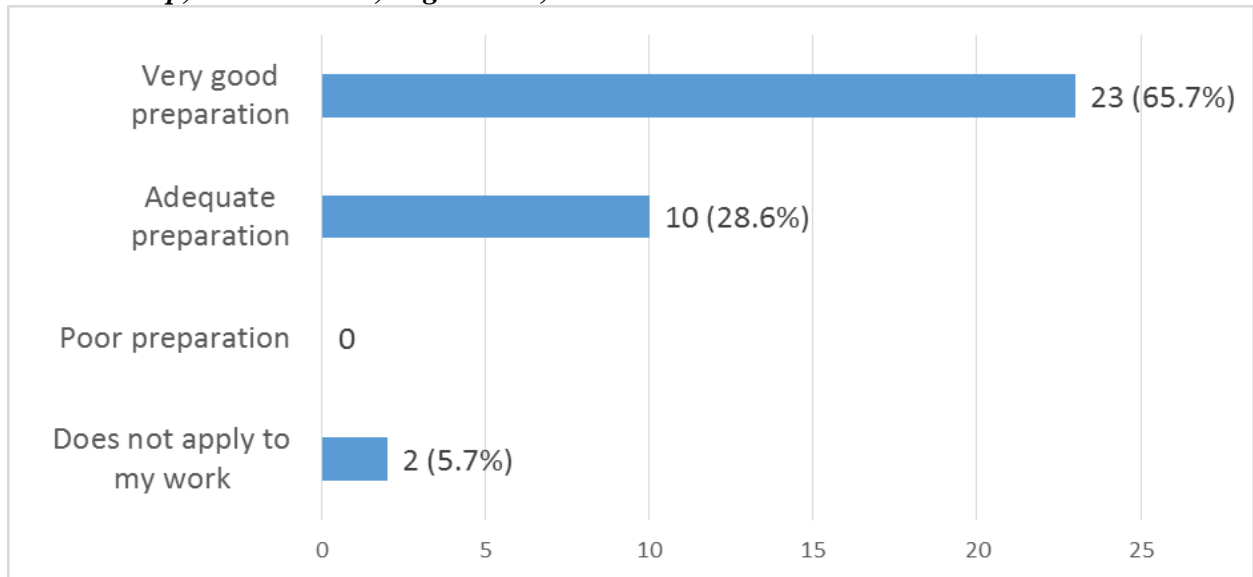
c. Design and Graphic Skills



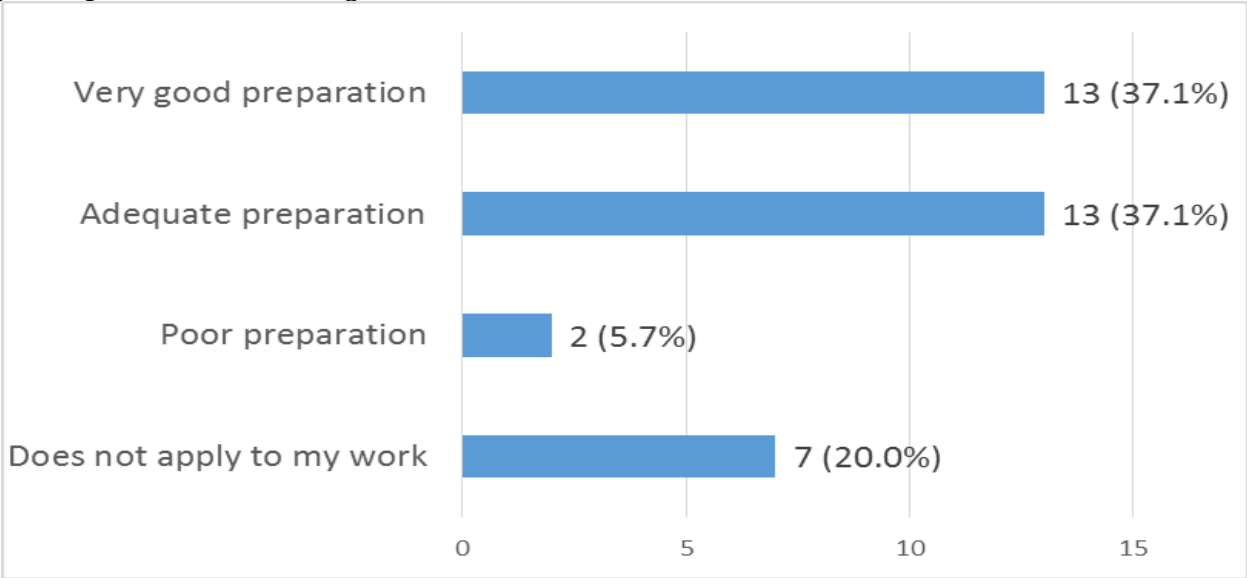
d. Public Presentation Skills



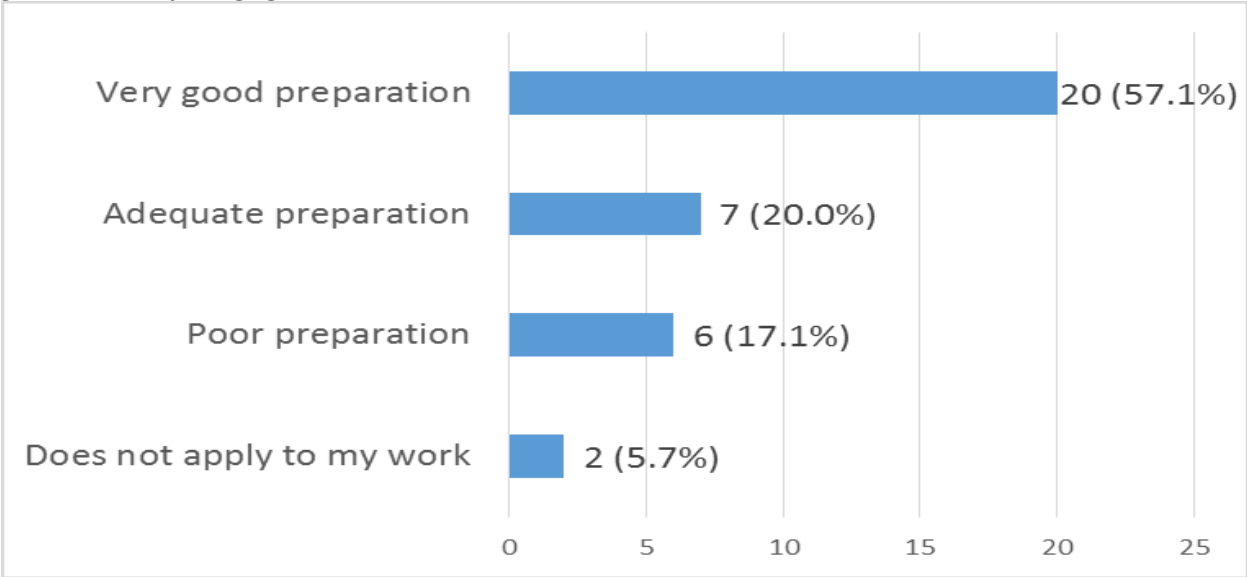
e. Leadership, collaboration, negotiation, and team work skills



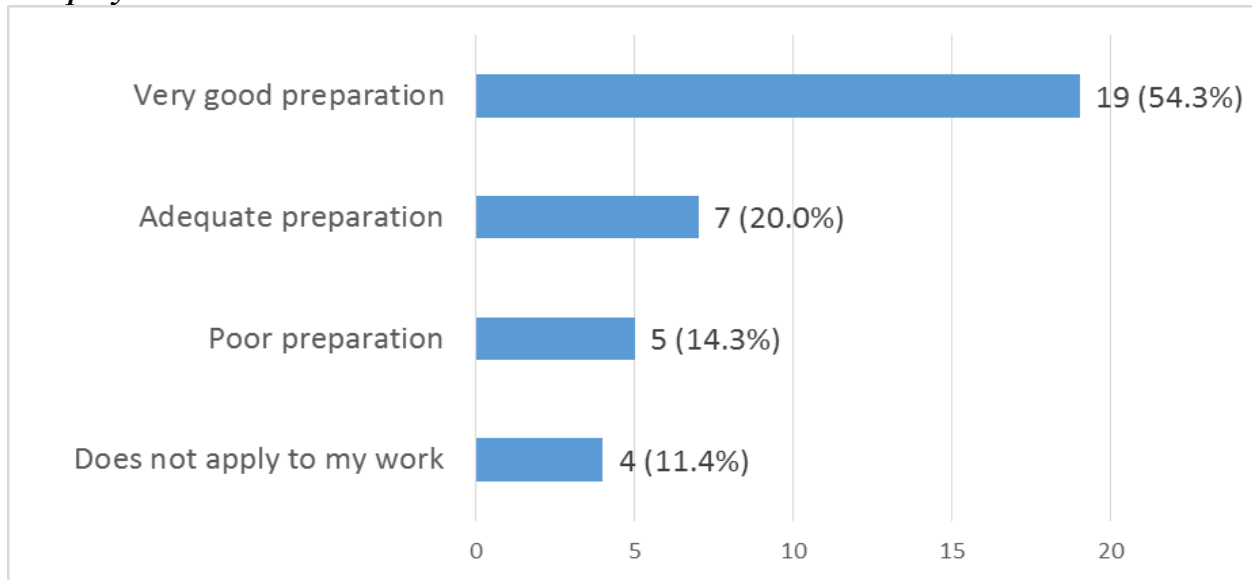
f. Comprehensive Planning



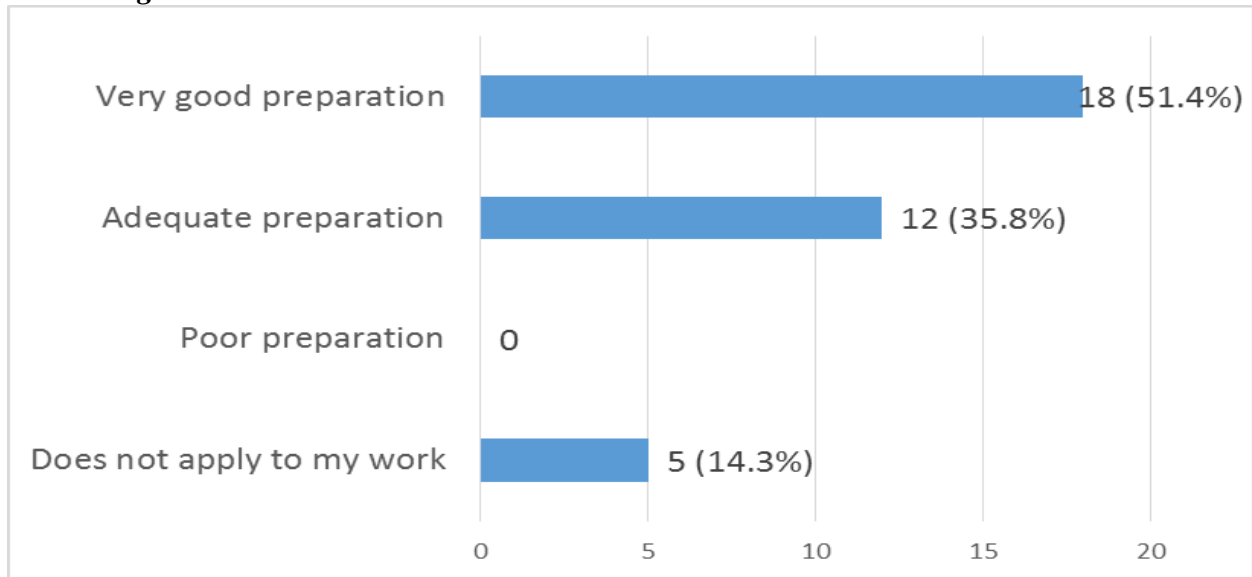
g. Community Engagement Skills



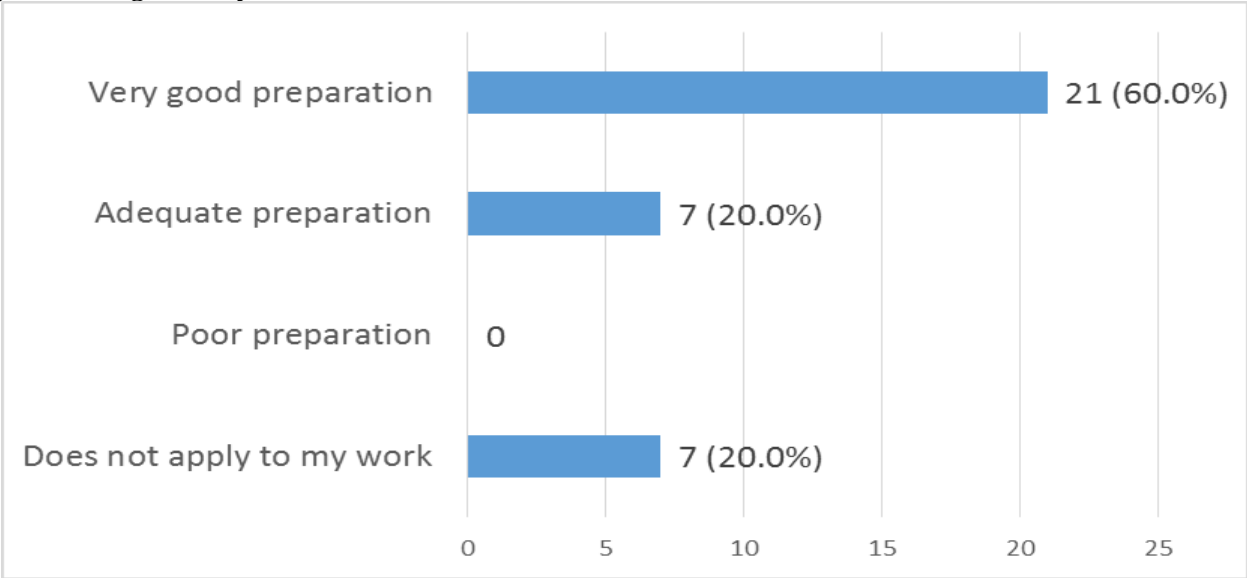
h. Equity and Social Justice



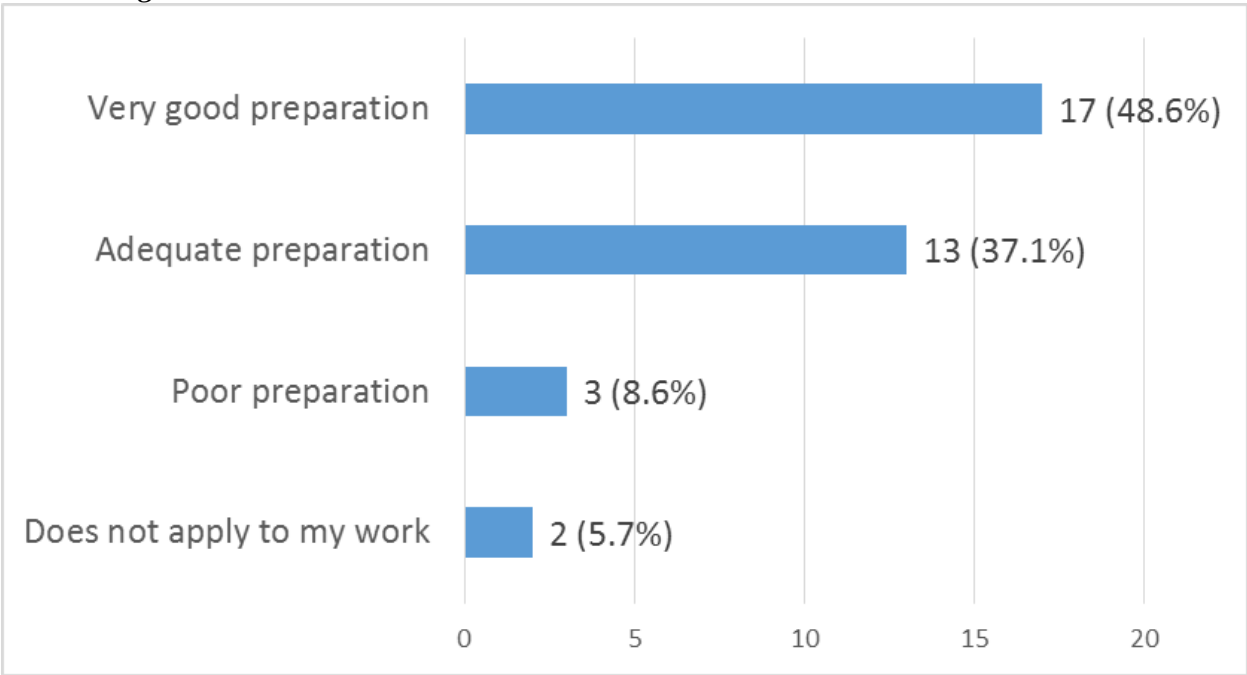
i. Planning Ethics



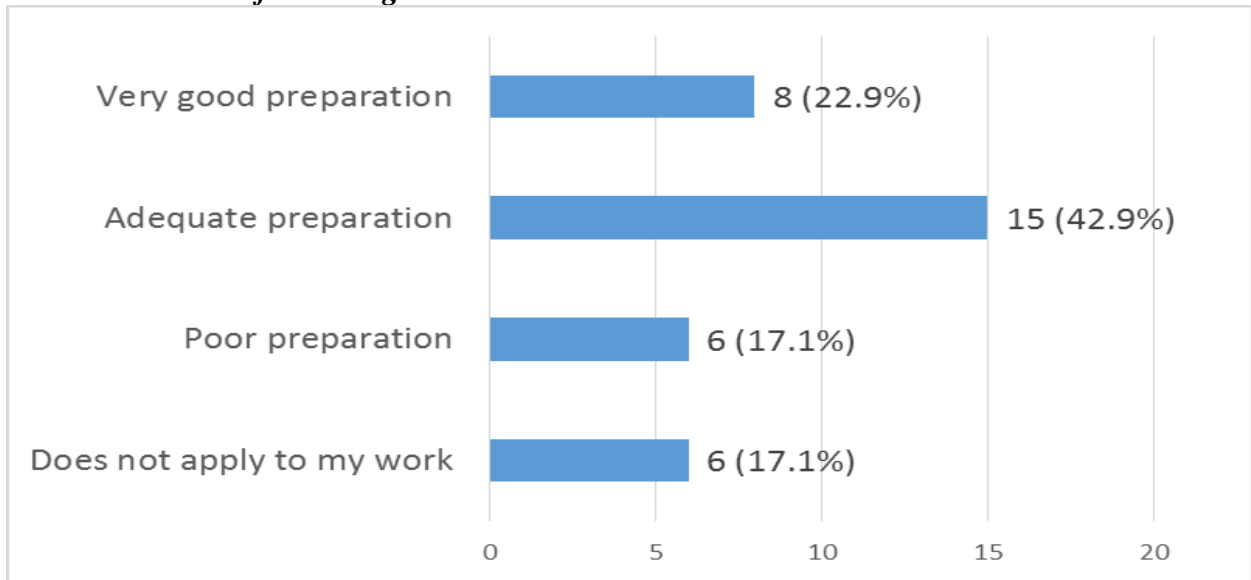
j. Planning History



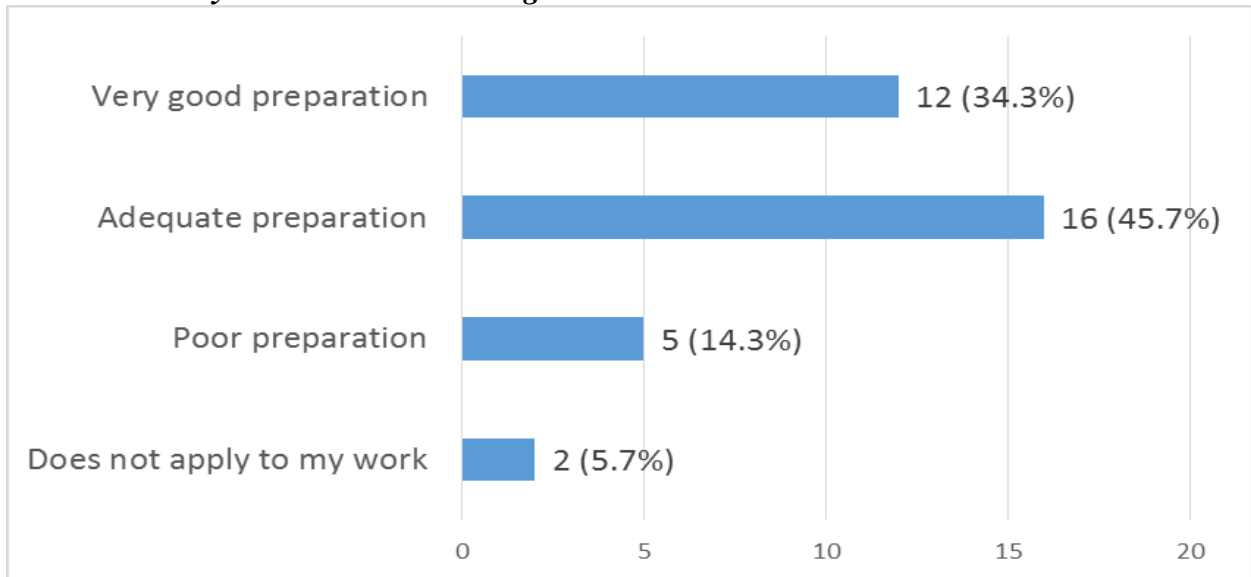
k. Planning Law



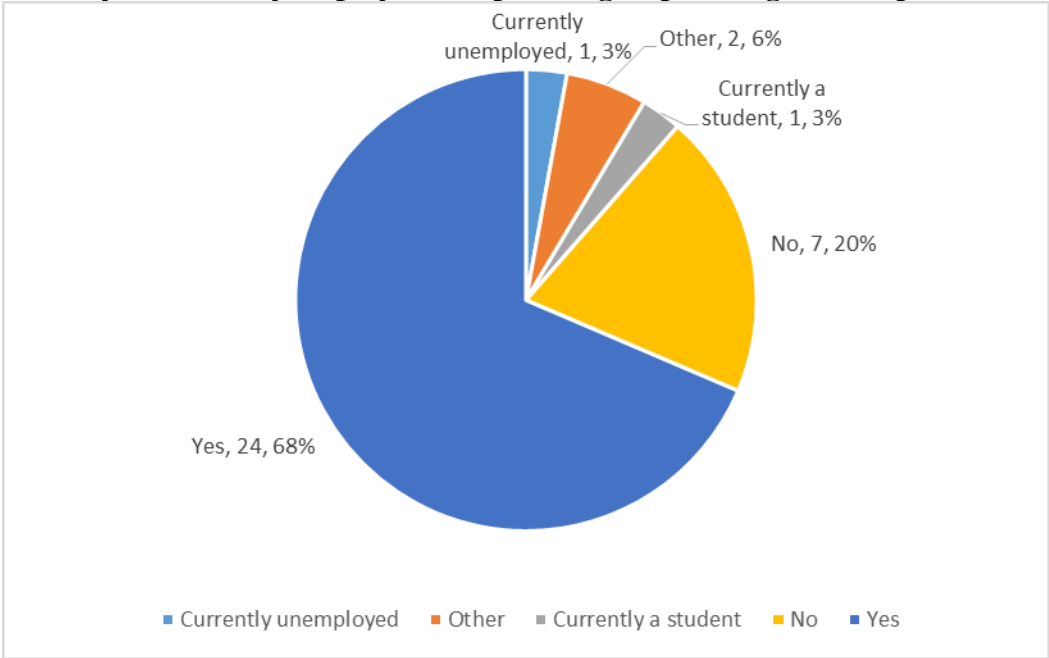
l. Global Outlook of Planning



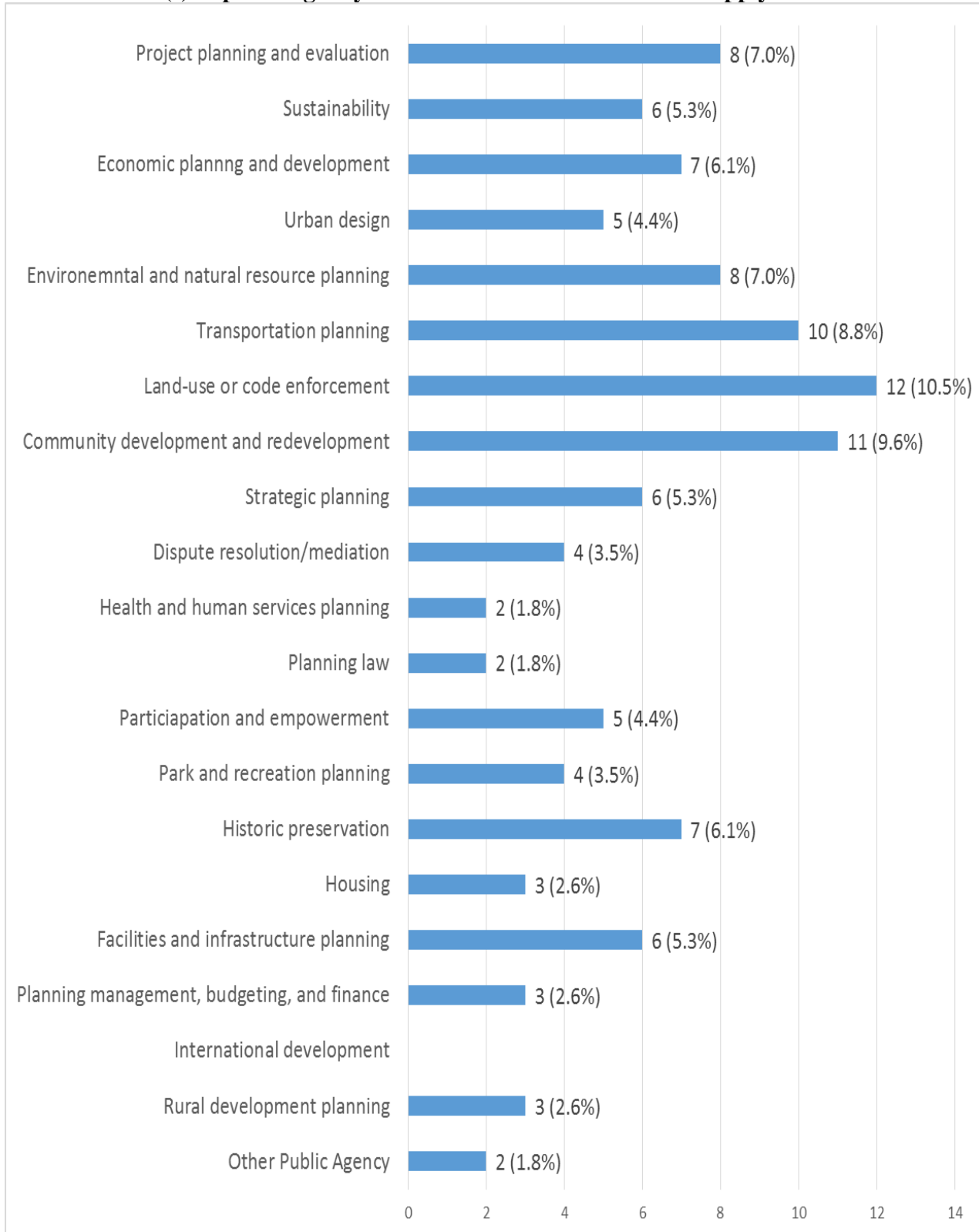
m. Sustainability and Issues in Planning



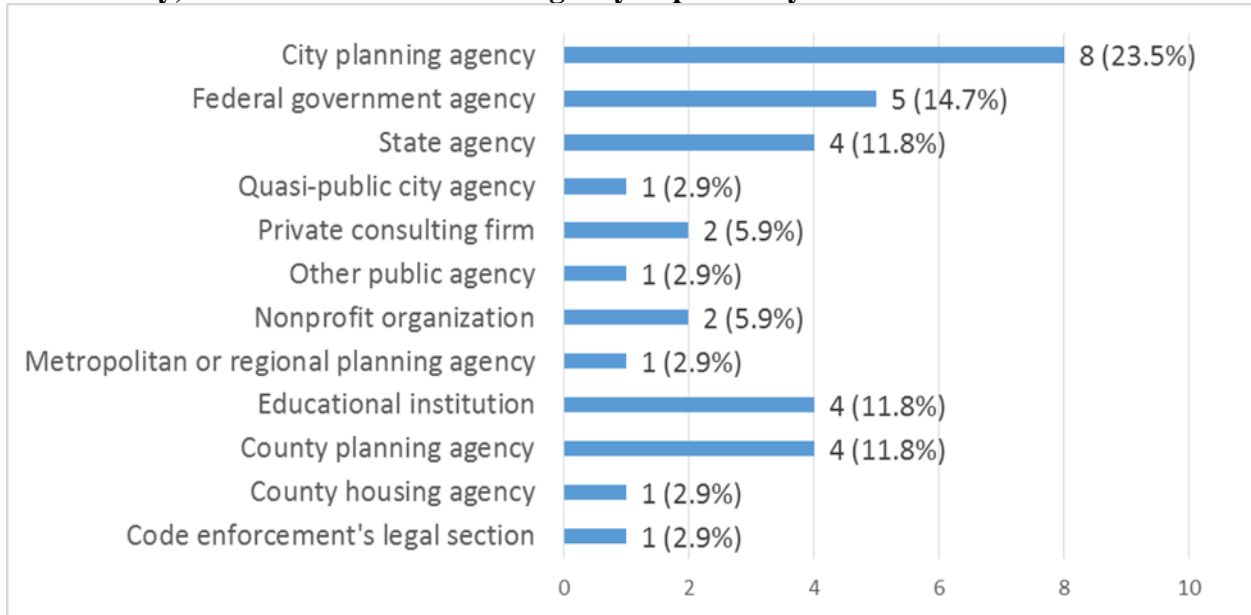
6. Are you currently employed in a planning or planning-related position?



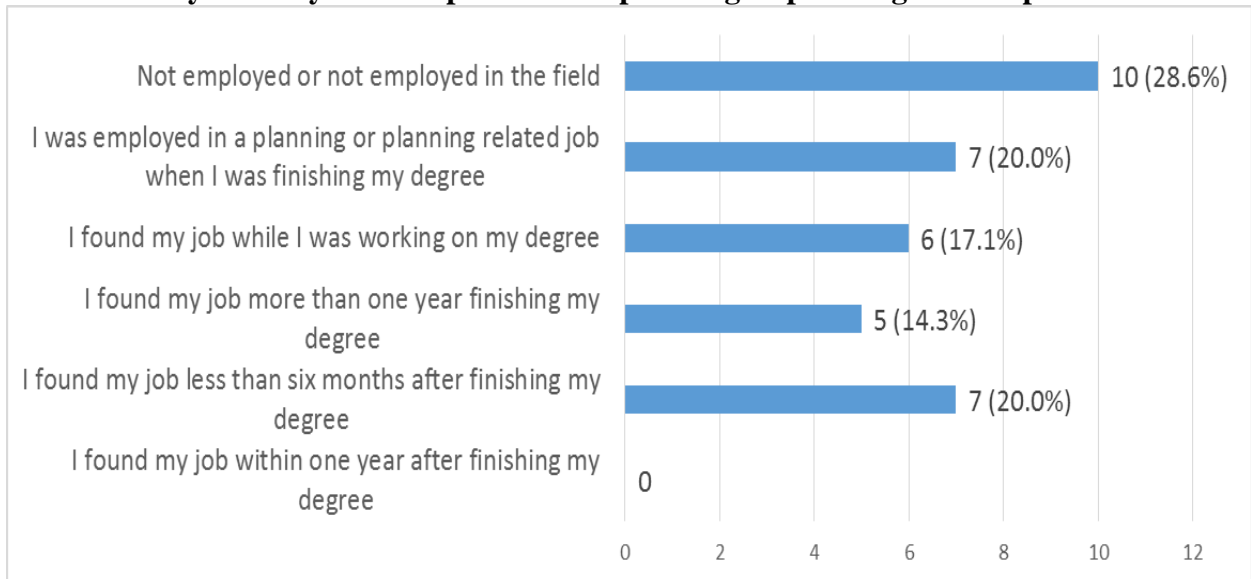
7. In what area(s) of planning do you current work? Check all that apply.



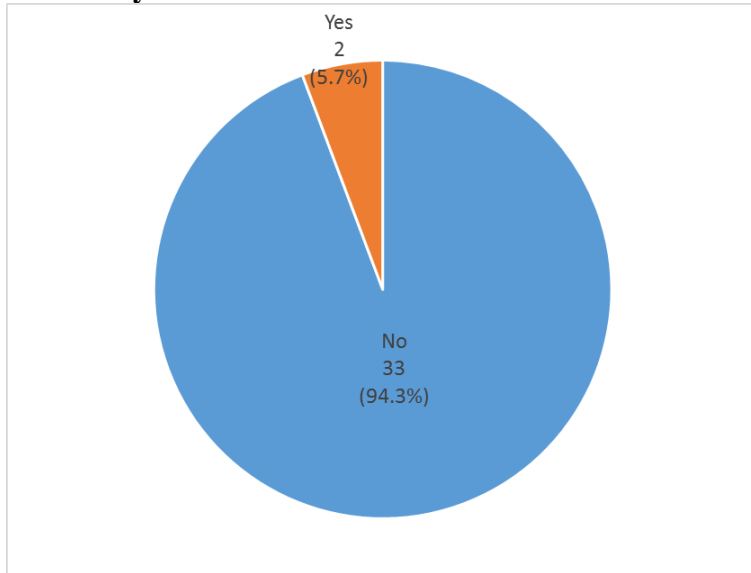
8. Currently, in what institutional setting do you primarily work?



9. When did you find your first professional planning or planning-related position?



10. Have you earned American Institute of Certified Planners (AICP) certification?



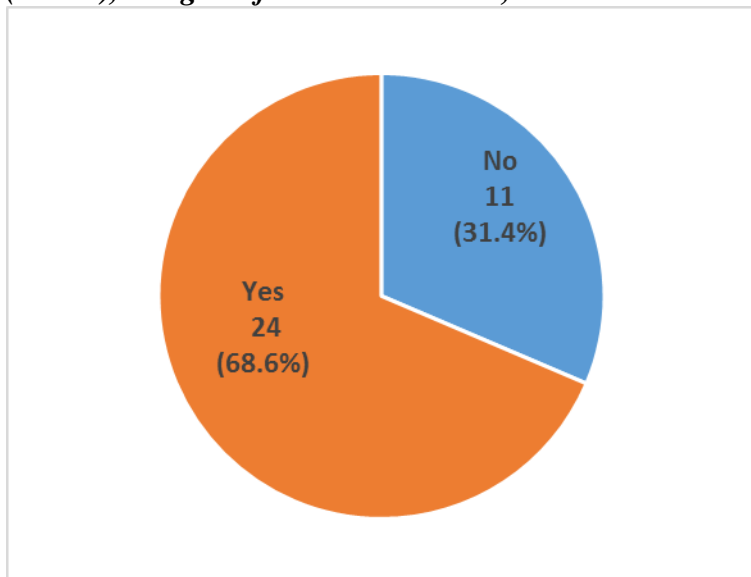
If Yes, what year did you earn it?

2008 – 1

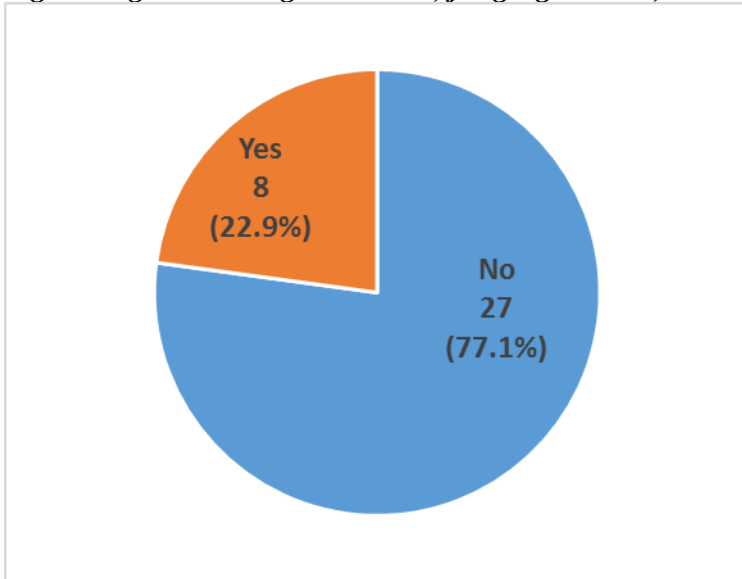
2010 – 1

11. Since you have graduated, have you been involved in any of the following activities.

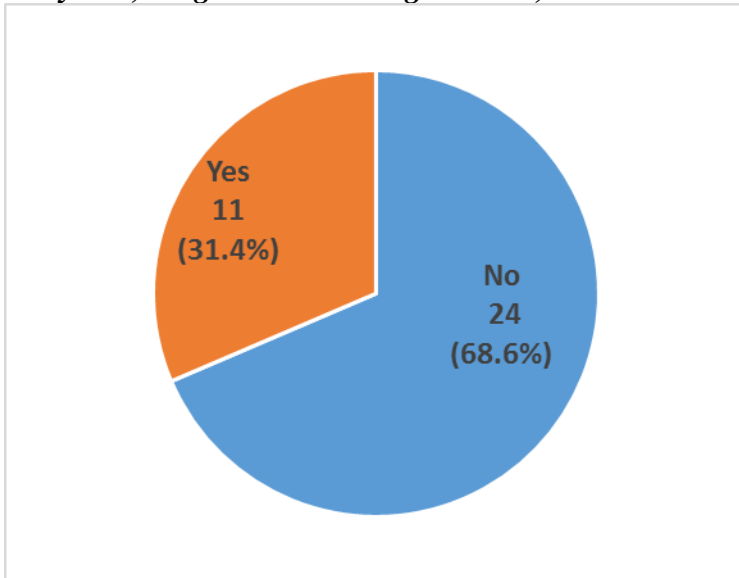
a. Member of a professional association such as the National or Local Chapter of the American Planning Association (APA), International City/County Management Association (ICMA), Congress for New Urbanism, etc.



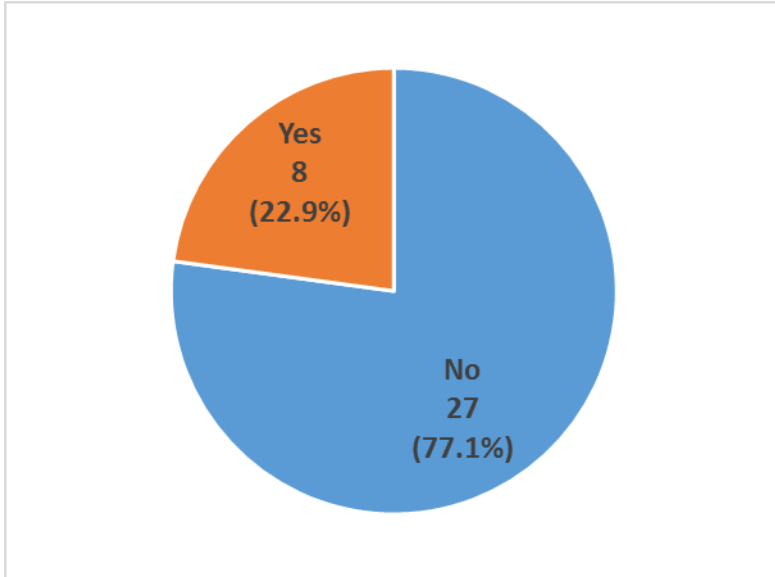
b. Played a significant role in a professional organization, such as holding office, delivering or organizing continuing education, judging awards, etc.



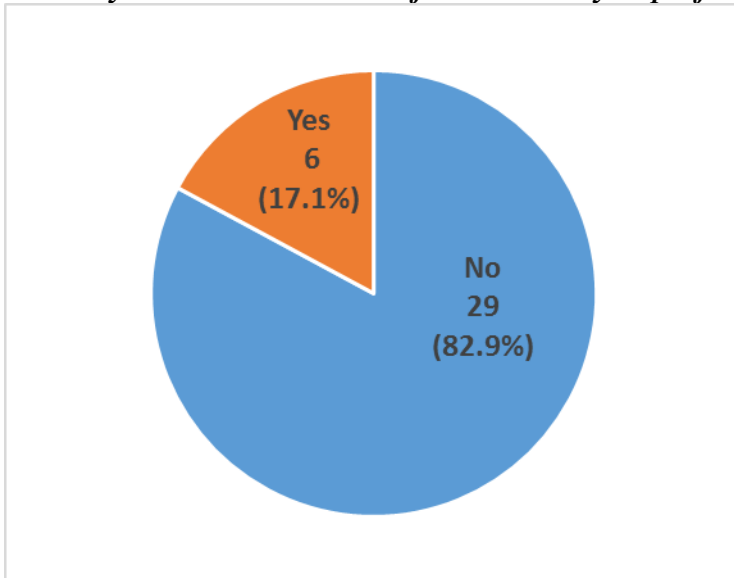
c. Member of community association/nonprofit organization such as 1000 Friends of Maryland, Neighborhood Design Center, Blue Water Baltimore, etc.



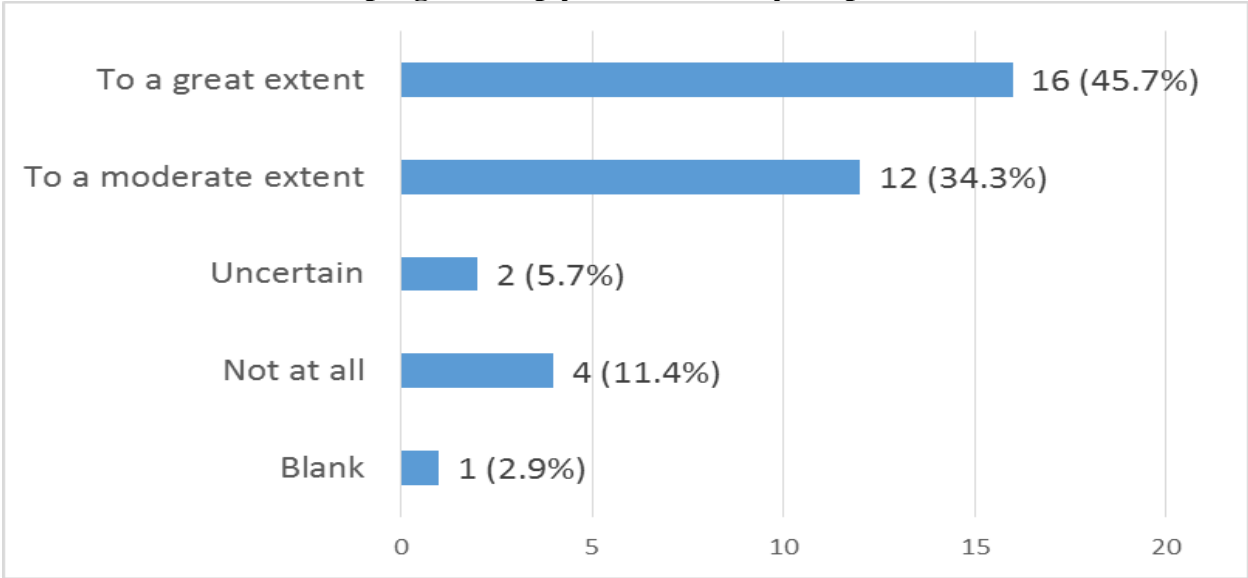
d. Have you held office or served on the board of any community association/nonprofit organizations?



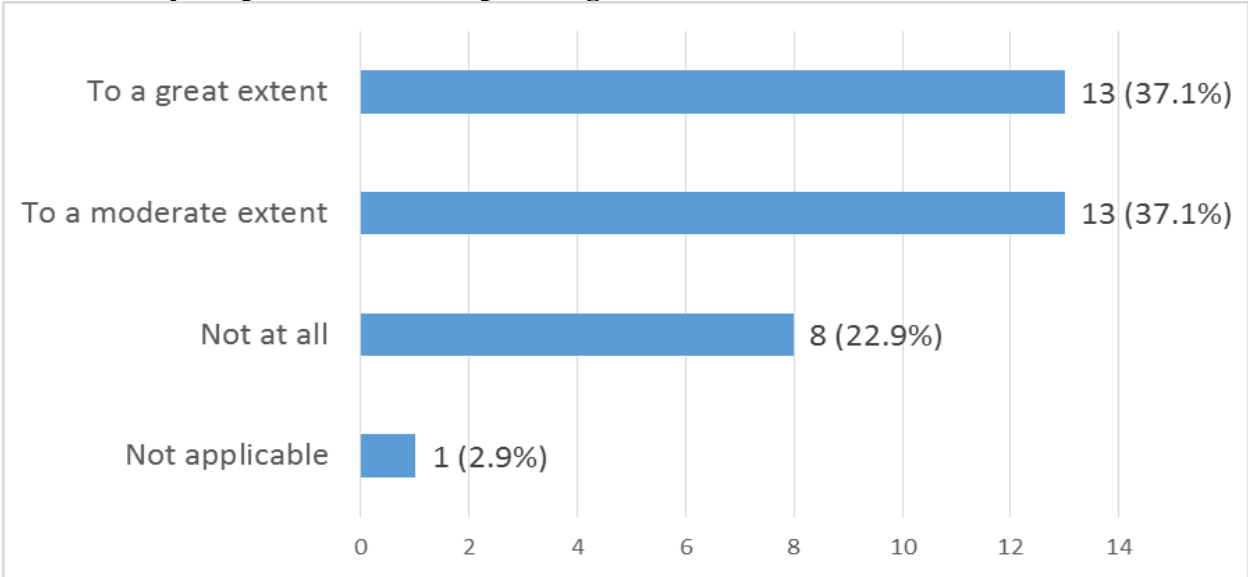
e. Have you received an award for community or professional service?



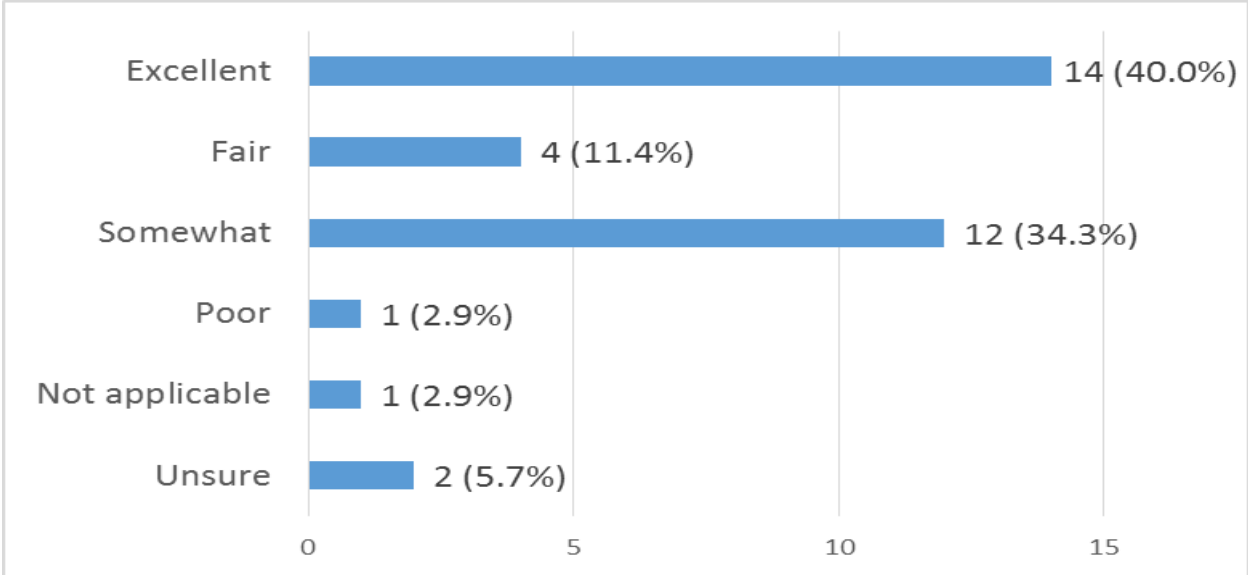
12. To what extent did the program help you advance in your present career?



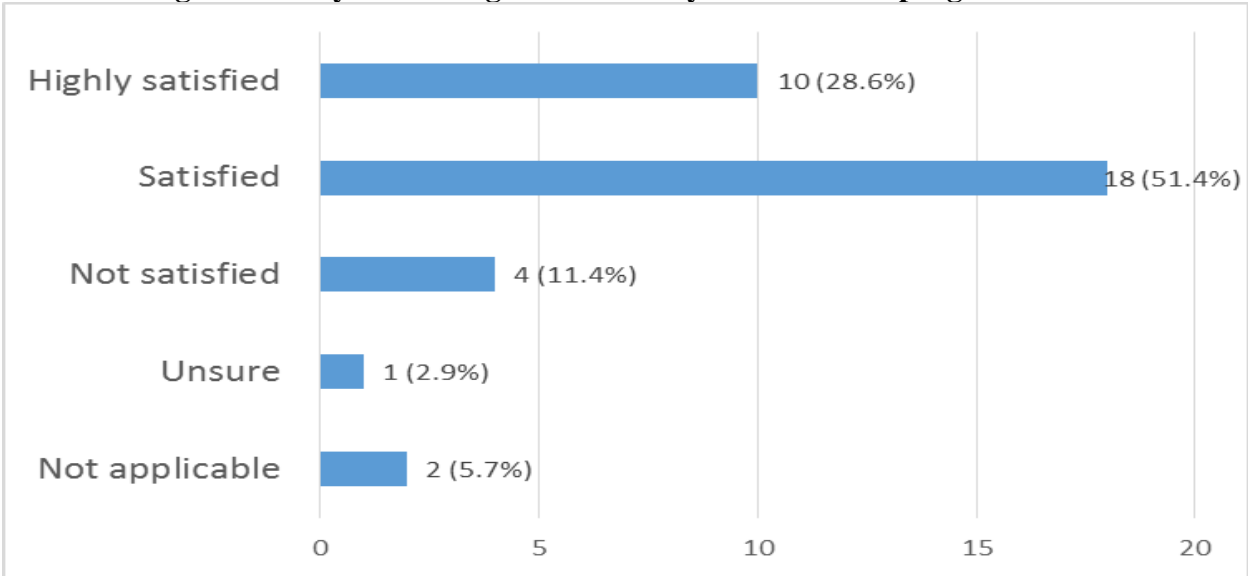
13. How well did the program help you in making a transition from a different line of work or career to your present career in planning?



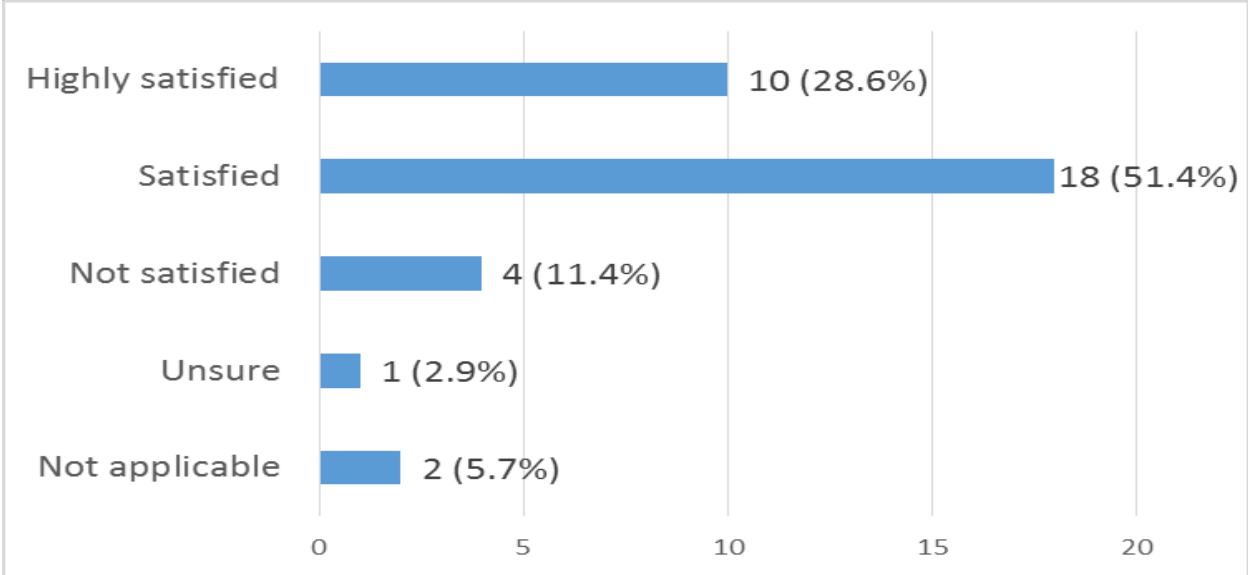
14. To what extent did the program encourage you to engage in civic or community development activities and provide service to the planning profession?



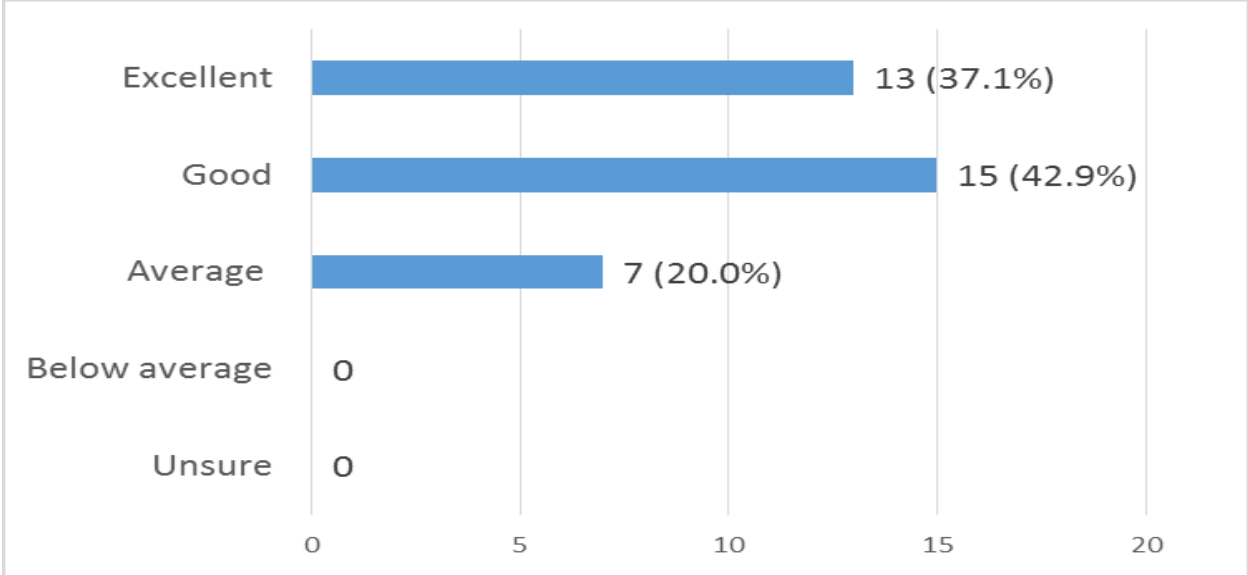
15. To what degree have you acquired the skills and values to improve communities in the Baltimore region and beyond through the courses you took in the program?



16. How satisfied are you with the preparation the program provided for your career as a professional planner or for your current employment?



17. How do you rate the overall quality and value of the program?



18. What were the best aspects of the program (open-ended question)?

This open-ended question provided lots of insights where the program served best for students. The answers were grouped together by similarity.

Answers	Number of responses
Diverse courses from quantitative to qualitative analyses and studio, internship, etc.	8
Hands-on training applicable to practitioners' daily tasks	8
Excellent teachers and mentors of the program	13
Engaging with community and networking with local planning professionals	8
Small class size, fostering collaboration and creativity with classmates and professors	6
Urban location of the campus and class time favorable to students working full time	3
Practicing communication - visual, verbal & written on and off campus environment (e.g., Super Jury)	4
Diverse student body	2
Research emphasis	2

Raw answers for Question 18:

Best aspects: Courses that laid the basic foundation for planning - quantitative analysis, graphic design/GIS, planning law, land use & development, transportation, etc. Those courses that offered hands-on training for the types of projects that a student will be expected to be a part of or manage were the best aspects of the program. Also, the networking efforts were exceptional. Service learning projects and opportunities to engage with community members on and around campus

Excellent teachers and mentors who offered the program

I enjoyed the small classroom settings and the variety of course options to select from to fulfill the MCRP credits. Some professors were genuinely concerned for my academic and future personal success.

It's location in an urban environment. I'm a believer that aspiring or emerging planners can't necessarily as diverse a range of urban issues in a suburban or rural setting. I chose to enroll in the program not just because of its location in the Baltimore-Washington, DC job market, but also due to the range of planning experiences that I would be subjected to.

The diversity of planning interests among department faculty. For a department of four full-time faculty and 2-3 adjunct professors, there's at least one professor that everyone can relate to.

The program didn't require a GRE score, which was big factor in my determination to enroll at Morgan State University. I think I speak for many (if not all) other students when I state that the GRE is a waste of time and money. I was almost 30 years old when I enrolled in the program. Upon finding a profession that I could become excited to participate in, why would I subject myself to more exams of this nature, and hinder my professional development? Students shouldn't be confined to more of these exams

For me, planning history, planning theory and municipal budgeting and finance were the hallmarks of my tenure as an MCRP student.

FIELD TRIPS; PRESENTATION OPPORTUNITIES

On the ground training (e.g. working on planning-related issues and projects occurring in Baltimore at that time). I also had the opportunity to network and learn from my fellow classmates because many already held planning positions.

My professors cared and took time with me
Group work gave me great preparation for an environment of diverse personalities
I was taught how to communicate verbally and in writing - professional presentations (Super Jury)
helped me put together detailed oriented reports and gave great preparation for a career in planning

The best aspects of the program was the small class size and professors who have planning experiences prior to teaching.

Most professors were very approachable and helpful

Getting to know how city and regional planning works in the US.

Planning Law and Studio

I think the best aspects of the program were learning about quantitative analysis and how to apply the information, completing studio projects with teamwork and developing presentation skills.

The field-research/studio aspect of the program.

A lot of the required courses are all valuable; planning history/theory, ethics, law—particularly valuable were the quantitative analysis course.

Some of the best aspects of the program were:

- *studio projects

- *history of planning

- *advanced uses of Microsoft Excel and real-world Planning-related applications of this and other software programs

- *keeping abreast of current planning trends

- *friendly faculty who were always easy to get in contact with

- *classes in the evenings, no GRE required

- *scholarships and financial aid available

- Having the opportunity to take an internship. I think this should be a requirement to graduate

- Studio. Our group had this synergy where we piggybacked off each others strengths

- Quan/Qual analysis

The best aspect of the program is the one on one relationship that faculty has with the students in the program. They are very approachable and are willing to help.

The best aspects of the program were the professors. I don't think I would have discovered as much or really grasped what the profession was like had it not been for professors like Dr. Joyce Pressley. The other aspect was the hands on work we did in a few different classes. Getting out into various communities and working with community organizations really provided a great opportunity to experience "real" planning work. These experiences were invaluable.

Studio Workshops/Courses

GIS Course

Transportation Planning Course

Real Estate Course

Writing and technical analysis

Thesis Prep and Development

The small class room settings.

The time of day that classes were offered. It was nice that classes were offered during the evening and one could still hold a regular full time job during the day. I also liked the diversity and skill set of the professors in our program.

Dr. Pressley and Dr. Wong - These two taught from a student centered pedagogy and it was evident that they not only enjoyed interacting with students but were also invested in our success. I learn extensive research and improve my writing skills during the development of my Thesis. I encourage the program to continue to enhance this requirement as part of the criterion.

1. Location
2. Access to Professionals
3. Supportive Faculty
4. Diverse Student Body
5. Fosters Collaboration and Creativity

smaller program allowed for better connections with fellow students and professors. Real life engagement with community organizations through mock planning processes.

Physically going into communities in Baltimore and developing neighborhood improvement plans. Close contact with professors, community spirit. Emphasis on research as the focus of post-graduate education.

The best aspects of the program were the hands on Practitioner experience in the communities. The best aspect of this program for me were the many different real like projects that we were forced to take on in each of my courses.

19. What were the weakest aspects of the program of those that you would suggest changing in the future?

This is also an open-ended question. CRP alumni provided valuable suggestions.

Answers	Number of Responses
Limited elective offerings (environment and sustainability)	6
Class scheduling conflicts, preventing from taking some electives	3
More courses on transportation planning, economics, Geographic Information Systems (GIS) and ot	8
More urban site plan and design review courses	2
Marketing the program (to communities and undergraduate students in Morgan State University)	3
More help on internship and job search	5
More hands on training with real world examples, engaging communities and professionals	5

Raw answers for Question 19:

Weakest aspects: Not enough emphasis placed on transportation planning. Transportation planners are most in demand, along with engineers. Also economic development planners are in big demand. We needed to study economic development as well as economics with an emphasis on the local area. There wasn't enough diversity in electives for things such as environment and sustainability, technology, etc.

Students should be given more internship opportunities
 Limited resources were available; no designated study areas / studio space were available within the building that previously housed the program.
 The program needs to develop (more of) an urban design component to its curriculum, as there are a range of planning jobs that at least reference the basics of this sub-field. I wish I had formal coursework and training in using many design programs, such as Photoshop, Illustrator, InDesign, and

SketchUp.

Also, the City & Regional Planning program needs to become more integrated with the other programs that are housed in the CBEIS building. Architecture, landscape architecture, and transportation planning/engineering are all influential for their ability to develop better planners. For a profession that ties these and other sub-fields together, I didn't witness much of this form of collaboration among students in similar academic programs.

The program doesn't seem to market itself very well to prospective students that are currently enrolled in other programs housed in the CBEIS building. In the past, I've held "Planning Awareness Tables" with blocks and literature that students outside of the planning program can browse, and by which I can engage them in the work that planners do and how they stand to benefit from enrolling in our MCRP program. I would suggest similar outreach efforts as a means of inciting demand from other Morgan State students that are enrolled in similar (but undergraduate) programs.

As for job placement, I was very disappointed in the job fairs that I attended. There were few (if any) planning firms or agencies at these fairs, and my networking opportunities were extremely limited in these situations.

Morgan's program could benefit from providing a wider range of planning topics for special topics classes. In addition to that, the research interests of faculty were a bit limited, and so where they did not have certain knowledge, they were unwilling to help you understand planning from that POV.

CAREER AND INTERNSHIP SUPPORT; NETWORKING OPPORTUNITIES

When I was in the program our classes were in the Montebello Complex and the facilities were less than ideal. That was the only complaint that I had about the program. However, the new CBEIS building is state of the art and very conducive for learning. MSU definitely rectified the facilities problem for the City and Regional Planning program.

More opportunities to get planning experience for students who work full time

More help job searching

Practice navigating politics in government and community

A sustainability course should be a requirement

I wish the program had more community interactions and work on actual community plans. It would benefit planning students to get that experience with working with different communities. This would also give Morgan planning department more of a presence in the community. I also wish the program would intergrate more site plan/ design review or a class that will help students to be able to understand a variety of site plans.

Learning critical planning tools like GIS weren't required, and often would be done toward the end of the program. Some people come in with those skills, so they could take a test or something to waive the requirement, but I think a common skill set for analysis like GIS would give later courses the advantage of more practical/less theoretical/academic assignments that further develop skill sets and prepare people better for a planning career.

The program should be more dynamic and hands on. There are lots of opportunities with the State, Counties and the city to get involved and be part of the different departments while working on the degree. Also the thesis preparation should be a more holistic part of the program

Quantitative Analysis and GIS prerequisites

I would suggest applying more real world situations for courses. I think working on site approvals for a specific project or working with a local agency in developing a plan (work groups, charrettes, etc.) would be beneficial.

It will be good to get enough professors for the courses. This will lighten the work burden of Professors and help them give off their best.

Teaching real-world practice, such as community engagement techniques, offering technical courses (I have said before that I think the offering of GIS course was inadequate as it always interfered with other (often required) courses). I consider myself fortunate for having technical skills when I entered the program, because I would not have learned those aspects from the program. I also think that the department needs to sort out any drama, and at the very least should not make that drama known to the student body, nor let it affect student courses.

Some of the more weaker spots:

*not enough linkage with the transportation technology center on the MSU campus--there was more interaction with Architecture and even Engineering than with transportation-related studies

Suggestion:

*I would like to see a course that discusses or simulates how Metropolitan Planning Organizations (MPOs) operate. Although they typically have more of a transportation focus, MPOs also analyze land use, economic data, and more to advise decision-makers and set planning policies for regions of 50,000 or greater. I was not even aware of the Baltimore MPO (the Baltimore Regional Transportation Board) until I initiated an internship with my current employer. As the nation grows, MPOs will not only become a potential employer for Morgan State graduates, but also will be important resources and partners for both public and private sector planning professionals.

Now that I am studying to take the AICP, I see that Morgan really focuses almost too much on getting students prepared to take the exam, versus teaching students to be practical planners. I had the opportunity to take elective courses such as site planning, community development, and built environment. In combination with the courses, but mostly from my internships I learned how to be a practical planner.

I would suggest making students have to take an architecture class at least.

The program could do a better job of bridging the gap between planning theory and the day to day functions of planners in various agencies.

I would have liked to have done more GIS work. There was only one GIS course which although I did well in, I don't think it really prepared me that greatly. I also think the coordination of information was a weak spot of the program. The students really had to learn from one another about some of the administrative things taking place. Some people knew one thing, others didn't. I think some people may have missed out or their process/experience was made more difficult because of it.

I wouldn't consider this a weakness but more of a recommendation. Make planning students aware of different levels of planning such as: Aviation Planning, Transportation Planning, Environmental Planning, Community Development, Economic Development etc. This is important as students can be aware of the many career options within the field.

Adequate training in GIS with working computers.

During my time as a student there I would say that weakest aspect would be internship programs for students. There weren't a lot of internship/apprenticeship programs that were offered exclusively to Morgan Planning students.

When I applied for the program, many of the courses listed on your website were not offered or posed a conflict with core courses I was required to take. As someone who wanted to finish the program in two years this proved to be a challenge when it came to taking electives. Often I had to settle for courses I wasn't very interested in. Therefore, I feel the department should make a concerted effort to hire additional faculty so that there is room to diversify the course offerings (both content and time offered).

I understand that with the department being small, additional faculty may be hard to justify. However,

the department could look to add a an undergraduate planning minor as a way to introduce students in outside majors to the profession as well as justify the need for additional hires. If this is not possible, the department should make a concerted effort to work with other departments outside of SA+P (political science, sociology etc.) to cross list/ cross register courses that may also be of interest to planning students.

The incorporation of engineering concepts in the reading and creation of graphics and reading and understanding design plans. Also, more studies of sustainability and land use would be a helpful learning benefit.

1. Practical/Technical Knowledge of Planning Procedures (forms/protocols/etc).
2. Increased multidisciplinary collaboration (within SAP)

limited classes available

Actually, what I felt was the weakest aspect of the program has already been addressed with the new building. I always wished that there were better facilities where I could go and study and complete school work.

Do not use practitioners in lieu of academics unless they've been doing the same course for a long time. Perhaps those who can't do teach, but teaching is a form of doing and requires experience and focus.

I would have like to have the program focus more on the Practitioner side of Planning in aspects of performing certain task i.e.; Responding to RFP's, Market Analysis, Retail Analysis, Housing Analysis, and more GIS related Analysis. A more technical approach would have better prepared me for the field.

20. Please share additional comments, suggestions, or reflections concerning any aspect of the program or your experience as a student within in it here. [Complete, raw responses provided below]

I enjoyed my time at Morgan. However, the MCRP program needs to be more in tune with the demands of the local and regional areas it is supposed to support.

*Excellent program offered by best teachers.

* Only suggestion would be is for the students to have more practical exposure and more interaction with outside planning related agencies, to get adequate internship opportunities which will aid them in landing in good jobs.

If there is any way that I can remotely contribute to the program, please let me know. Even though I can't contribute financially at this time, I want to have as much of an active role as possible in the development of the program and it's students. I'm glad that I was a part the program and the experiences it afforded me, but more assistance from alum will be necessary in elevating its status.

When people think of Maryland, I don't just want prospective planning students to think "College Park": I also want them to think about Morgan State University.

My years in the City and Regional Planning program were the most influential and transformative of my life. I received a first class education that prepared me to be the City Planner that I am today. I had the opportunity to learn from some amazing professors and made lifelong friends with fellow classmates - many that I work with in the field of planning to this day. I'm very proud to have a master's degree from MSU and owe a great deal of my professional success to their City and Regional Planning program. I now have the exact job that I always wanted which wouldn't have been possible without Dr. Sen and the other dedicated professors in the department. Going to Morgan was one of the best decisions that I ever made and I will be forever grateful for the experience.

Provide more opportunities for students to get real work experiences in the community and within the Morgan campus.

The amount of credits is too large and the involvement with the real life should be greater

The calibre of the Professors and the enabling environment for studies were excellent.

I think that the emphasis on theoretical components of planning is valuable, but when students get their first jobs, they need to be valuable to the firm and that value is often provided/demonstrated through technical capabilities. I think greater emphasis also should go on student involvement with APA, and pursuit of AICP (and how the student should be preparing for the exam—not limited to exam content). Specializations need to be bulked up if you're going to offer them, and if a student goes through that work, a certificate or something should be conferred. Lastly, more diverse electives should be provided, and at different times of year.

I think it is a great program with a lot of talented faculty who are knowledgeable and passionate about the profession. It is a program that is able to recognize all of the multitudinous undergraduate majors that are advantageous for Planning, and doesn't just cater to or assume background knowledge of just one, like Geography or Public Policy.

The program is an incredible opportunity, and since the built environment affects so much of life, and the lives of others, an opportunity to learn how to ameliorate one's environment for the better should not be missed. I would just continue to keep the caliber of education on par (or even higher) with College Park, with Virginia Commonwealth University, other planning schools, but keep the barriers of entry (evening schedule, no GRE, etc.) lower to afford more people more opportunities within the state of Maryland to achieve their goals.

I have the opportunity to take a Community Development class however there wasn't any real engagement with actual communities. I think overall the program should just teach us what planners do, but also how to interact with people and public speaking. Interactions with different groups and being able to speak in public is a huge part of what I do in my professional career.

This program is a friendly, positive, and nurturing environment that does a good job preparing its students for the demand for good writing skills within the work environment. I've found that this program's emphasis on writing has helped me tremendously in my ability to serve the needs of my agency.

I did enjoy and am thankful for my Morgan graduate experience. I do think there are many things that could have made it better but those things sometimes require staff and resources which may have not been given to our department. I am thankful to have met the students I did, the professors that encouraged me like Dr. Pressley and Dr. Sen, and to have left there feeling like what I learned in the program was going to be helpful in my position and beyond.

NA

I really had some really great professors.

The Planning Program has come a long way and I would like to give credit to it's leadership in helping the Planning program be where it is today.

The department should have a thorough screening process when hiring adjunct faculty. Many of the courses I took were taught by adjuncts whose only motivation for teaching was to supplement their income. They came to class poorly prepared, had no sense of pedagogy or knowledge of the profession. This made taking GIS and Land Development Law an awful experience where I learned nothing. While it is important to hire persons working in the field so that students can gain applied knowledge, those who constantly underperform and add no value to the program should not be allowed to remain without reprieve.

I really enjoyed my time within the Morgan CREP program. The knowledge and the relationships that were fostered over the last three years are indispensable and I am optimistic about my professional future.

N/A

A course on affordable housing development (ex: using tax credits to develop housing) would be great. I also think a course on how to develop a community development organization or planning/housing related organizations/nonprofits would be helpful. It's very hard to find a position in planning doing exactly what you want to do, and teaching students how to go out into the world and develop their own careers while also creating jobs for others would be helpful.

Evan Richardson plays a big part in making you feel like you're part of the SAP as a whole. Overall I am very satisfied with my education & experience at MSU's SAP. Just focus less on talking and more on doing.