

Name of Institution: Florida A&M University

Name of Academic Unit: School of Architecture & Engineering Technology

Focus Evaluation Report

Master of Architecture

Track I (preprofessional degree in architecture plus 55 graduate credit hours)

Track II (non-preprofessional degree plus 90 graduate credit hours)

Program Administrator: Rodner B. Wright, AIA, Dean

Individual submitting the Focus Evaluation Report: Andrew Chin, Assistant Dean

Year of the Previous Visit: 2012

Current Term of Accreditation: 2012-2018

Submitted to: The National Architectural Accrediting Board

Date: September 2015

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Plans for/Progress in addressing the following:

Conditions:

- I.1.5 Self-Assessment Procedures
- I.2.2 Administrative Structure and Governance
- II.4.1 Statement on NAAB-Accredited Degrees

Attachments

- 01 SA+ET Division of Architecture Strategic Plan 2015-2020
- 02 2015-2016 Action Plans
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1. Plans for/Progress in Addressing Conditions from the 2012 Visiting Team Report

Condition I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

2012 Team Assessment: Learning Culture The APR indicates the program engages the faculty through the committees, task forces and the Undergraduate and Graduate Council for developing short-term goals and long-range planning activities. The program's full-time faculty meet at least once a month during the academic year. If the School needs additional time for long-range planning or special needs, half-day or full-day workshops are held. In addition, the Dean meets weekly with the architecture program director, however no documentation was provided.

There is anecdotal evidence that the program is advancing towards its mission; however, there was no evidence presented summarizing the evaluation of progress toward the goals. As most of the goals in the strategic plan have five and ten year targets, the lack of data at this point in the accreditation cycle does not impact conformance with this criteria.

A significant number of faculty indicate they are not as engaged in the self-assessment process at the level presented in the APR.

[2015 Program Response]: The first step in devising long-term goals and a strategic plan is to understand the mission, values, traditions, and aspirations of Florida A&M University (FAMU) and the role of the architecture program in advancing them. In 2012, the Division of Architecture faculty engaged in understanding the educational mission, vision and values of FAMU and the SA+ET. Therefore, 2010-2014 was spent setting the tone for change and opening the lines of communication between the administration, the faculty, the staff, students and graduates. By 2014, the program implemented Undergraduate and Graduate Councils to increase faculty participation in the planning process and develop a "shared vision" that supports the University.

FAMU Mission and Strategic Plan

Florida Agricultural and Mechanical University (FAMU) is a public, historically black university in Tallahassee, Florida (U.S.). Founded on October 3, 1887, it is one of the largest historically black universities in the United States by enrollment. It is a member institution of the State University System of Florida, as well as one of the state's land grant universities, and is accredited to award baccalaureate, master and doctoral degrees by the Commission on Colleges of the Southern Association of Colleges and

Schools. The FAMU Mission Statement is a list of “values (that are) essential to the achievement of the university’s mission”. The university values are Scholarship, Excellence, Openness, Fiscal Responsibility, Accountability, Collaboration, Diversity, Service, Fairness, Courage, Integrity, Respect, Collegiality, Freedom, Ethics and Shared Governance

In addition to the mission, the Florida A&M University Board of Trustees approved the Florida A&M University Strategic Plan for 2010-2020, on October 17, 2009. Available online, <http://www.famu.edu/index.cfm?AboutFAMU&StrategicPlan>, the Plan’s five (5) strategic initiatives are:

- Strategic Initiative 1: Create a 21st century living and learning collegiate
- Strategic Initiative 2: Enable excellence in University processes and procedures
- Strategic Initiative 3: Develop, enhance, and retain appropriate fiscal and human, technological, research and physical resources to achieve the University’s mission
- Strategic Initiative 4: Enable excellence in University Relations and Development
- Strategic Initiative 5: Enhance and sustain an academic and social environment, promoting internationalization, diversity, and inclusiveness

SA+ET Mission

The School of Architecture and Engineering Technology (SA+ET) Mission Statement is to “provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological, and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors within the fields of Architecture and Engineering Technology in an ever-evolving society. The School aspires to seek and support a faculty and staff of distinction dedicated to providing outstanding academic education at the undergraduate, graduate, and professional school levels, with a particular emphasis on integrity, creativity, and ethical conduct. The School is committed to motivational teaching, imaginative research, and meaningful community service. The School is also committed to cultural diversity by means of its course offerings, special programs, and recruitment efforts.” The statement is available online at <http://www.famu.edu/index.cfm?Architecture&MissionoftheSchool>.

SA+ET Strategic Plan

To measure progress toward the mission of the school and the mission of the university, the architecture program developed a series of documents. A sample collection is presented below;

- 2010-2011 FAMU Annual Report (<https://db.tt/wbISnXYE>)
- 2010-2020 Strategic Plan/ Institutional Work Plan (<https://db.tt/6RHMBalj>)
- 2013-2014 ARC Annual Report (<https://db.tt/8UrU7IY7>)
- 2014 ARC SWOT Analysis (<https://db.tt/q8hdABNS>)

These initial documents led to the formation of the SA+ET Division of Architecture Strategic Plan 2015-2020 (see Attachment 01). The Strategic Plan 2015-2020 provides a process for continuous improvement that identifies multiyear objectives within the context of the institution and program mission and culture. In addition to the Strategic Plan, the School has a process by which it identifies and evaluates its student learning objectives as part of its plan for continuous improvement in the context of its mission and culture.

Based on a 2014 SWOT Analysis, the 2015 document was reviewed and approved by the faculty in August 2015 to serve as a guide to Long Range Planning. The Strategic Plan is a five-year plan that identifies goals, objectives, and strategies. The six (6) goals of the Strategic Plan are:

1. Enhance Access to The University
2. Improve Academic Progression & Graduation Rates

3. Improve Accountability and Communication Processes
4. Enhance Faculty Scholarship & Resources
5. Improve Institutional Fundraising
6. Enhance Ethnic and Racial Diversity

Goals, Strategies, Measurable Objectives and Action Plans

Each of the six (6) Strategic Plan goals have one or more strategies that target the goal. Each strategy is evaluated by multiple measurable objectives. The strategies and objectives for all six goals are presented on pages 6-8 of the SA+ET Division of Architecture Strategic Plan 2015-2020 (see Attachment 01). The typical relationship between the Goals, Strategies and Objective is shown in the sample presented below;

Goal 1 : Enhance Access To The University

Strategy 1.1 Develop and Implement Effective Recruitment Strategies

Measurable Objectives(s):

- 1.1.1 Increase the enrollment of first-time-in-college students in architecture by 25 percent in 5 years and 50 percent in 10 years.
- 1.1.2 Increase the enrollment of community college (AA degree) students in architecture by 25 percent in 5 years and 50 percent in 10 years.
- 1.1.3 Increase the enrollment of students in the B.Arch degree by 25 percent in 5 years and 50 percent in 10 years.
- 1.1.4 Increase the enrollment of students in the M.S. degree by 25 percent in 5 years and 50 percent in 10 years
- 1.1.5 Increase the enrollment of students in the M.Arch degree by 25 percent in 5 years and 50 percent in 10 years

For each of the six goals, 2010-2020 Action Plans identify the steps needed to accomplish the objectives. For each step, additional resources may be identified. A timeline for completion and the persons responsible for the steps are also identified.

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|--|-------------------------------|
| 1. Enhance Access to The University | Action Plan 1 of 7 and 2 of 7 |
| 2. Improve Academic Progression & Graduation | Action Plan: 3 of 7 |
| 3. Improve Accountability and Communication | Action Plan: 4 of 7 |
| 4. Enhance Faculty Scholarship & Resources | Action Plan: 5 of 7 |
| 5. Improve Institutional Fundraising | Action Plan: 6 of 7 |
| 6. Enhance Ethnic and Racial Diversity | Action Plan: 7 of 7 |

While the Action Plans are available online (<https://db.tt/DaDpvWAU>) and as Attachment 02, the typical relationship between the goals, resources and persons is presented below;

GOAL 1: Enhance Access To The University					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Develop and Implement Effective Recruitment Strategies	Increase the FTIC enrollment by 25% in 5 years and 50% in 10 years	- Hire Recruiter - Identify High Schools - Visit High Schools - Communicate w/ Students	new full time OPS position	Annually	SA+ET Recruiter and Program Director
	Increase the AA degree enrollment by 25% in 5 years and 50% in 10 years	- Hire Recruiter - Identify CC - Visit CC - Communicate w/ Students	new full time OPS position	Annually	SA+ET Recruiter, Director of Student Services and Program Director
	Increase the B.Arch enrollment by 25% in 5 years and 50% in 10 years	- Hire Recruiter - Identify firms w/ interns - Communicate w/ firms	new full time OPS position	Annually	SA+ET Recruiter and Program Director
	Increase the M.S. enrollment by 25% in 5 years and 50% in 10 years	- Hire Recruiter - Identify feeder programs - Communicate w/ targets	new full time OPS position	Annually	SA+ET Recruiter and Program Director
	Increase the M.Arch enrollment by 25% in 5 years and 50% in 10 years	- Hire Recruiter - Identify feeder programs - Communicate w/ targets	new full time OPS position	Annually	SA+ET Recruiter and Program Director
Develop and Implement Comprehensive Distance Learning Programs	Increase use of Blackboard.com 75% in 2 yrs and 90% in 5 yrs	- Provide Faculty Training	No additional resources needed	Fall, Spring & Summer Semesters	FAMU Media Center
	Increase use of Blackboard Analytics 50% in 2 yrs and 90% in 5 yrs	- Provide Faculty Training	No additional resources needed	Fall, Spring & Summer Semesters	FAMU Media Center
	Implement 4 Distance Learning classroom in 5 years	- Submit STF proposals - Provide Faculty Training	STF grant	Fall, Spring & Summer Semesters	FAMU STF program, FAMU Media Center
	Implement 8 Hybrid Learning classes in 2 years and ten in 5 years	- Submit STF proposals - Provide Faculty Training	STF grant	Fall, Spring & Summer Semesters	FAMU STF program, FAMU Media Center

Self-Assessment

At Florida A&M University, the Office of University Assessment monitors and support academic, administrative, and educational support units in the continuous improvement of student learning and the quality of support services. The Office of University Assessment works to enhance unit-level capacity to make effective use of assessment practices and to provide meaningful, timely feedback that informs institutional effectiveness decision-making processes. The assessment and changes are formally documented by each degree program in their annual Instructional Programs Assessment Plans (IAP). For the architecture program, the Office provides training for the program's assessment coordinator, a report template and reviews the report each year.

In the Division of Architecture, assessment aims to promote a culture of continuous improvement. It is an integral component of the Division's commitment to sustaining and enhancing academic quality and student experiences. The assessment practices in architecture are required by the state, university and our accreditation board. Since 2010, the architecture program has been engaged in multiple self-assessment activities to measure how well the architecture program is progressing toward its mission. These include

- the Instructional Programs Assessment (IAP) Plans,
- the Undergraduate and Graduate Council Reports,
- Faculty Reports
- Student Evaluations and
- Faculty Planning Meeting

Instructional Programs Assessment (IAP) Plans

Instructional Programs Assessment Plans (IAP) are annual reports required by the FAMU Office of University Assessment. They integrate several pedagogic intentions including existing the SA+ET outcomes, State of Florida mandated Academic Learning Compacts (ALC) and National Architectural Accrediting Board performance criteria. The Plans use qualitative and quantitative measures to understand how the undergraduate and graduate architecture degrees progress towards their goals. The FAMU Office of University Assessment requires the IAPs each year. The SA+ET submitted their IAPs in 2009-10, 2010-11, 2011-12, 2012-13 and 2013-14. The 2014-15 B.Arch. Assessment Reports and the 2014-15 M.Arch. Assessment Reports are available online (<https://db.tt/bKVrPYCi> and <https://db.tt/pgAXC0us>) and as Attachments 03 and 04.

Undergraduate and Graduate Council Reports

The SA+ET Division of Architecture Undergraduate and Graduate Councils are the primary means for faculty to discuss critical issues, monitor the undergraduate and graduate programs, participate in the Division's self-assessment procedures and make recommendations for improvement. The Undergraduate Council focused on issues related to the Bachelor of Science in Architectural Studies (BSAS) and the Bachelor of Architecture (BArch) degree programs. The Graduate Council focused on issues related to the Master of Science in Architectural Studies (MS) and the Master of Architecture (March) degree programs.

Faculty Reports

At the end of each academic year, faculty submit an "End of Year Report". In the report, faculty document their activities, accomplishments and develop a forward plan for personal development. The document provides the dean with a vehicle to assess progress toward tenure or post tenure development. The faculty activities are compiled as a single Annual Report and provided to the Undergraduate and Graduate Councils. A sample Faculty Report is available online (<https://db.tt/KbFapxh4>).

Student Evaluations

At the end of each academic year, students complete a course evaluation form. The computer scored form is later reported to the faculty member and the dean. These evaluations serve as important tool in monitoring our students' perspective on the course's ability to meet its goals.

Faculty Planning Meeting

At the start of each academic year, the Faculty Planning Meeting is used to monitor our progress on the Strategic Plan goals. Why we are and are not progressing is discussed in this open forum. Faculty also use this meeting to vote on representation to their Councils.

Changes and Adjustments

The SA+ET Undergraduate and Graduate Councils are the primary means to engage the architecture faculty in strategic planning, vision building and implementing reform. In the last five years, Council recommendations have resulted in significant changes to the architecture curriculum, including:

1. a reduction in the number of required technology courses,
2. an increase in the number of elective courses,
3. the addition of an urban design elective requirement,
4. the addition of a third thesis development class to the thesis sequence and
5. the restructuring of the computer classes

Condition I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

2012 Team Assessment: This condition is not met as evidenced by the APR, along with supplemental documentation provided to the team, and through conversations with faculty, students and administrators. The School of Architecture is represented as the "program" throughout the APR represents, except on page 48 where it states

"The Dean (Rodner B. Wright) is the chief executive officer and oversees the administration of all degree programs, research, and service programs of the School. The Director of the Architecture Program (Andrew Chin) is responsible for the oversight of faculty academic activity and program development, with the Division of Architecture."

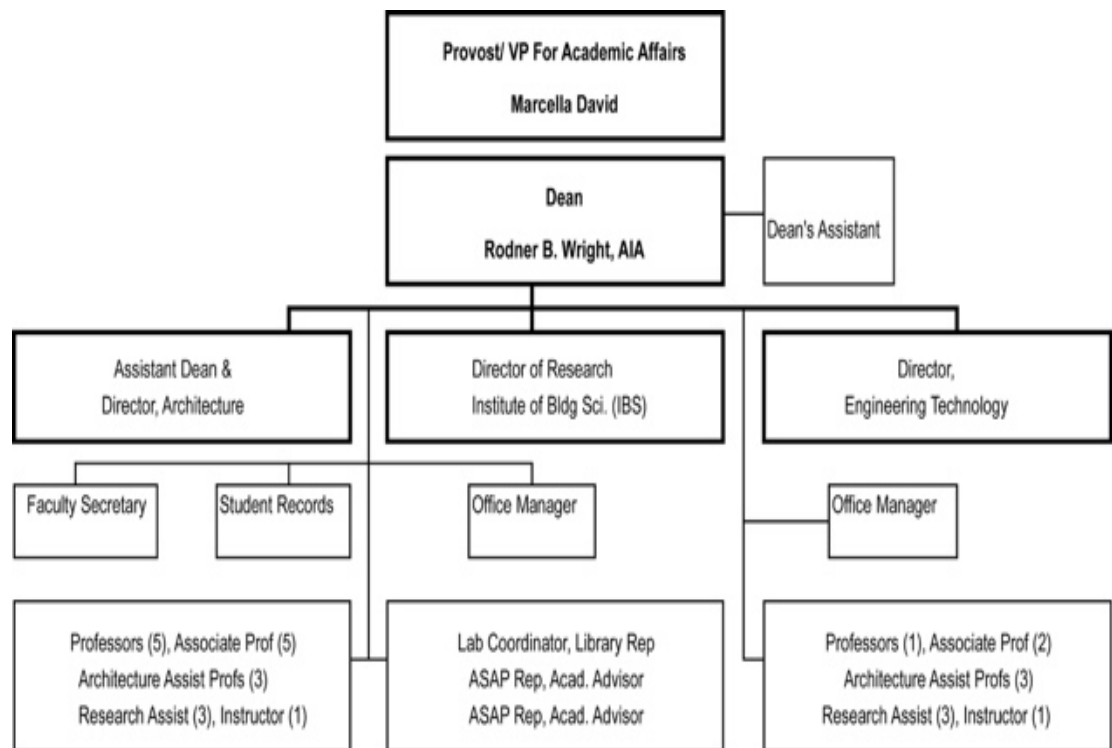
The chair made this observation to the Dean prior to the visit and requested that the architecture program director represent the architecture program during the visit in order to conform to the 2011 NAAB procedures (page 13). NAAB defines these two separate roles in

SECTION 3.2.c.ii.1.c. Name, address, email, and telephone contact information for the following individuals:

- i. Program administrator
 - ii. Head of academic unit in which the program will be located
- The visit and the VTR reflect the visiting team’s assessment of the Division of Architecture within the School of Architecture.

There appears to be an overlapping of roles between the dean and the director in the administration of the program as evidenced by supplemental documentation provided to the team, and through conversations with faculty, students and administrators. While the current structure provides a certain degree of efficiency in operating the program, and while the great efforts of the current administrators are evident and well-recognized, the administrative autonomy of the program does not seem sufficient to affirm the program’s ability to meet the Conditions. In fact, better articulation of administrative responsibilities, with more involvement of the faculty, seems needed to better engage the faculty in strategic planning and vision building, improve communication flows with the faculty and the students, implement program initiatives, such as guest presentations, design reviews, and IDP educational programs, as well as addressing more effectively critical aspects such as advisement and recruitment.

[2015 Program Response]: The School of Architecture + Engineering Technology (SA+ET) is one of 14 degree granting units in the university. As shown below, the Dean of the School reports to the Provost. The Dean of the SA+ET is the immediate supervisor for the Assistant Dean, the Director of Architecture Programs and the Director of Student Services. The Assistant Dean and Directors are responsible for the day-to-day operations of the Division. The Assistant Dean is responsible for assessment and research activities. The Director of Architecture is responsible for teaching assignments and curriculum development.



The responsibilities for the SA+ET key administrators are summarized below;

- The Dean of the School reports to the Provost, is responsible for the school's budget, supervises the other administrators in the school, is the point of contact for industry and alumni, and guides the school's relationship to the University's vision and strategic plan.
- The Assistant Dean of the School reports to the dean, is responsible for measuring accountability, developing action plans, providing extensive daily feedback regarding operations, and promotes research, including collaborative and interdisciplinary research.
- The Director of Architecture reports to the dean, is responsible for the school's teaching, supervises the faculty, is the point of contact for students and parents, and guides the school's relationship to its teaching responsibilities.

The qualifications of the key personnel are summarized below.

- Rodner B. Wright, AIA has been Dean and a member of the faculty since August 1996. During this same period, he has been an active board member of the Florida Association of the American Institute of Architects and the Tallahassee Chapter. From 1998-2001, he served on the National Architectural Accrediting Board, first as vice president and then as president. Since 1995, he has served on and/or chaired more than 16 accrediting and candidacy visits combined including a candidacy visit to American University of Sharjah in the United Arab Emirates in 2008. Prior to coming to FAMU, he spent 11 years as a member of the faculty at Mississippi State University School of Architecture where he served as associate dean. In 1992, he became the first African American to serve as president of the Mississippi Chapter of the American Institute of Architects. Wright is a licensed architect. He holds a B.S. in Design from the University of Cincinnati, College of Design, Architecture and Art and a M.Arch from Harvard University, Graduate School of Design.
 - Andrew Chin has been Assistant Dean, Interim Dean and a member of the faculty since August 1992. He has served as a board member of the National Organization of Minority Architects (NOMA); the Architecture Education Committee for the American Institute of Architects; accreditation site visits for the National Architectural Accrediting Board (NAAB); accreditation site visits for the University Council of Jamaica (UCJ) and on the Advisor Council for the Judson University architecture program. In addition to FAMU, he has taught at the University of Florida and the Georgia Institute of Technology. Chin holds a B.S. in Design from the University of Florida, School of Design and a M. Arch from the University of Florida, College of Design.
 - Valerie Goodwin, RA is a tenured Associate Professor and a member of the faculty of since August 1994. She is Registered Architect whose "fiber arts" have been published and exhibited nationally. Goodwin holds a B.A. in architecture from Yale University and a M. Arch from Washington University in St. Louis, Graduate School of Design.
- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

2012 Team Assessment: This condition is not met as evidenced in interviews and the APR. While students seem to have equitable opportunities to participate in program and institutional governance through the Dean's Student Council, there is no evidence that the faculty have sufficient access to governance. The two councils (for Undergraduate and Graduate Programs respectively) are not sufficiently representative of the architecture program faculty, who can nominate only half of their members. The other half

are appointed directly by the Dean. There are no governance documents (faculty handbook) for the program or for the school of which it is part which document the policies and procedures for administering the program described in the APR. In additional clear process of decision-making is not evident and the faculty should have more formal opportunities to impact the strategic direction of the program.

[2015 Program Response]: The 2012 Team Assessment stated that there was “no evidence that the faculty have sufficient access to governance.” Faculty governance at the university and program level are documented in two sources: a faculty member’s Assignment of Responsibility (AOR) Form and the SA+ET Committee & Task Force list. The AOR Forms document that 10-15 percent of every faculty member’s appointment is reserved to serve on school or university committees. The SA+ET Committee & Task Force list specifies the service and governance responsibility to the school and the university. All full time tenured faculty serve on the Undergraduate, Graduate or Faculty Council, in addition to other short term Task Forces.

In response to the 2012 Team Assessment statement that “the two councils are not sufficiently representative of the architecture program faculty”, it is important to note that 100% of the tenured and tenure earning faculty serve on one of the three Councils. The 2014-15 tenured and tenure earning faculty are list below with their Council assignment.

Name	Council	Gender	Race
Michael Alfano, AIA	Graduate Council (FA)	M	W
Robert Goodwin, RA	Graduate Council	M	B
Valerie Goodwin, RA	Graduate Council	F	B
Enn Ots, AIA	Graduate Council (FA)	M	W
Eduardo Robles	Graduate Council	M	W/ Hispanic
Edward T. White, AIA	Graduate Council	M	W
Olivier Chamel, AIA	Undergraduate Council (FA)	M	W
Craig Huffman, RA	Undergraduate Council (FA)	M	W
Elizabeth Lewis, AIA	Undergraduate Council	F	W
Ronald Lumpkin, PhD	Undergraduate Council	M	B
Roy F. Knight, FAIA	Faculty Council (FA)	M	W
Arleen Pabon, PhD	Faculty Council	F	W/ Hispanic
LaVerne Wells-Bowie	Faculty Council	F	B

The appointment process is designed to provide diversity in each Council. The two-step process includes faculty selected appointments and then the Dean’s appointments. In Fall 2014, the faculty selected appointments to the Undergraduate and Graduate Councils were all white males. They are noted above with (FA). To provide racial and gender balance, the Deans appointments ensured that all of the Councils included women and people of color.

In Fall 2012, a new committee/council structure was implemented to increase faculty governance through three Councils. The Undergraduate Council focused on issues related to the Bachelor of Science in Architectural Studies (BSAS) and the Bachelor of Architecture (BArch) degree programs. The Graduate Council focused on issues related to the Master of Science in Architectural Studies (MS) and the Master of Architecture (March) degree programs. The SA+ET Faculty Council focused on issues that bridge the Division of Architecture and Division of Engineering Technology.

During the academic year, the Undergraduate Council, Graduate Council and Faculty Council are the primary means for faculty participation and curriculum impact. These committees, consisting of core-faculty members, meet to discuss issues of concern, and to formulate recommendations for policy and or procedure changes. Monthly faculty meetings are used to inform the faculty at large, engender additional input from faculty for

revisions, and final adoption of agreed upon strategies, policies procedures for implementation.

The Undergraduate and Graduate Council are also primary means to engage the architecture faculty in strategic planning and vision building, implement program initiatives, assessment and increase participation in design studio reviews. In the last five years, Council recommendations have resulted in significant changes to the SA+ET curriculum, including:

- a reduction in the number of required technology courses
- an increase in the number of elective courses
- the addition of a landscape architecture/ urban design elective requirement
- the addition of a thesis planning class to the thesis sequence
- the restructuring of the computer classes

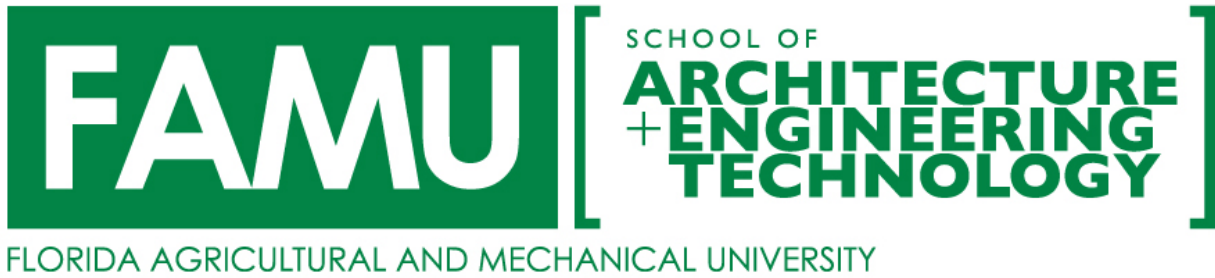
Condition II.4.1 Statement on NAAB-Accredited Degrees:

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

2012 Team Assessment: Public Information has not been satisfied. The NAAB statement is incorrect in the School of Architecture Handbook and in the FAMU Catalogue.

[2015 Program Response]: Following the 2012 visit, the Public Information was revised. The NAAB statement was updated in the Student Handbook (see page 8 of [http://www.famu.edu/Architecture/Student Handbook-11-15-12.pdf](http://www.famu.edu/Architecture/Student%20Handbook-11-15-12.pdf)), in the FAMU Catalogue and on the school website (see <http://www.famu.edu/index.cfm?Architecture&Accreditation>).

ATTACHMENT



FLORIDA A&M UNIVERSITY (FAMU)
SCHOOL OF ARCHITECTURE & ENGINEERING TECHNOLOGY (SA+ET)

**SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020**

August 1, 2015

**SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020**

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SCHOOL OF ARCHITECTURE & ENGINEERING TECHNOLOGY (SA+ET)

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SA+ET DIVISION OF ARCHITECTURE STRATEGIC PLAN 2015-2020

Introduction

The first step in devising long-term goals and a strategic plan is to understand the mission, values, traditions, and aspirations of the institution and the role of the program in advancing them. In 2012, the SA+ET faculty engaged in understanding the educational mission, vision and values of the university and of the program. Without this foundation the SA+ET program would not have been able to develop a meaningful assessment plan that we believe now allows us to improve the things we truly care about.

Therefore, the majority of the 2013-2015 was spent setting the tone for change and opening the lines of communication with the administration, the faculty, the staff and the students. The faculty are now working together towards a “shared vision” that will allow us to become the program of excellence that we now envision as a team.

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

Florida Agricultural and Mechanical University (FAMU) is a public, historically black university in Tallahassee, Florida (U.S.). Founded on October 3, 1887, it is one of the largest historically black university in the United States by enrollment. It is a member institution of the State University System of Florida, as well as one of the state's land grant universities, and is accredited to award baccalaureate, master's and doctoral degrees by the Commission on Colleges of the Southern Association of Colleges and Schools.

FAMU's academic achievements are what set it apart as a unique learning experience. In 2014, FAMU was recognized among the 2014 U.S. News & World Report's “Best National Universities.” The U.S. News & World Report lists FAMU as the top public historically black college or university in the nation for 2015. It is also listed among The Princeton Review's “Best in the Southeast” colleges and is one of the top picks for providing a high quality education at an affordable price in Florida, according to The College Database (2013).

FAMU values diversity in thought, perspective, and culture. The University enrolls nearly 10,000 students hailing from across the United States and more than 70 countries, including several African countries, the Bahamas, Brazil, Indonesia, China, and the United Arab Emirates, to name a few. The student body includes representatives from all ethnic, socio-economic, and religious backgrounds.

FAMU's Strategic Plan

The Florida A&M University Board of Trustees approved the Florida A&M University 2010-2020 Strategic Plan, “2020 Vision with Courage” on October 17, 2009. The five strategic initiatives are:

- Strategic Initiative 1: Create a 21st century living and learning collegiate
- Strategic Initiative 2: Enable excellence in University processes and procedures
- Strategic Initiative 3: Develop, enhance, and retain appropriate fiscal and human, technological, research and physical resources to achieve the University's mission
- Strategic Initiative 4: Enable excellence in University Relations and Development
- Strategic Initiative 5: Enhance and sustain an academic and social environment, promoting internationalization, diversity, and inclusiveness

SCHOOL OF ARCHITECTURE AND ENGINEERING TECHNOLOGY

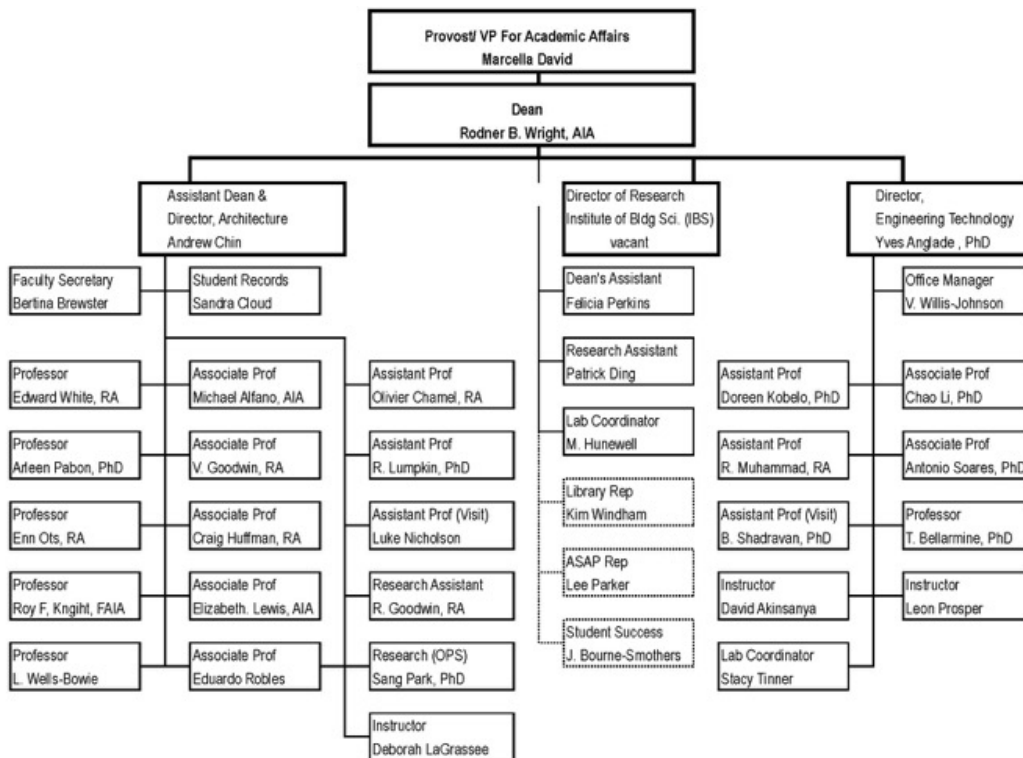
As a result of the University 2012 Restructuring Plan, the FAMU School of Architecture became the School of Architecture & Engineering Technology (SA+ET), and is organized into two Divisions, a Division of Architecture and a Division of Engineering Technology. The Division of Architecture is composed of one program – architecture. Both undergraduate and graduates degrees are available.

SA+ET Mission Statement

The mission of the School of Architecture and Engineering Technology, is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological, and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors within the fields of Architecture and Engineering Technology in an ever-evolving society. The School aspires to seek and support a faculty and staff of distinction dedicated to providing outstanding academic education at the undergraduate, graduate, and professional school levels, with a particular emphasis on integrity, creativity, and ethical conduct. The School is committed to motivational teaching, imaginative research, and meaningful community service. The School is also committed to cultural diversity by means of its course offerings, special programs, and recruitment efforts.

Organization

The Dean of the SA+ET is the immediate supervisor for the Assistant Dean, the Director of Architecture Programs and the Director of Student Services. The Assistant Dean and Directors are responsible for the day-to-day operations of the Division. The Assistant Dean is responsible for assessment, accreditation and research activities. The Director of Architecture is responsible for teaching assignments and curriculum development. The Director of Student Services is responsible for advisement, advisement and placement.



Degree Programs

At the undergraduate level, students may pursue either a four-year, pre-professional Bachelor of Science in Architectural Studies (B.S.) degree or a five-year, accredited, professional Bachelor of Architecture (B. Arch.) degree. Incoming freshmen and community college transfers are initially admitted to the four-year, pre-professional degree. Admission to the accredited professional B.Arch program is competitive and limited.

The Division of Architecture offers two graduate degree programs. The Master of Architecture (M.Arch.) program is the professional program leading to the National Architectural Accrediting Board (NAAB)-accredited degree. This program accommodates both a two-year curriculum for those students with a four-year, pre-professional degree in architecture and a three-and-one-half-year curriculum for those students without a pre-professional degree in architecture. The Master of Science (M.S.) program is a non-professional, research-oriented degree program in architecture that requires a minimum of one year of course work.

FUTURE OUTLOOK

There are typically three main steps to becoming a licensed architect: completing a professional degree in architecture, gaining relevant experience through a paid internship, and passing the Architect Registration Exam. Earning a professional degree in architecture is the typical path to becoming an architect in all states. While a recovering economy is good news for everyone, but it's especially good for FAMU's future architects. According to the U.S. Bureau of Labor Statistics, Employment Projections program, employment of architects is projected to grow 17 percent from 2012 to 2022, faster than the average for all occupations. Combine these projections with a low unemployment rate, just 4.7 percent, and the job outlook for architects appears to be very solid

PLANNING PROCESS

Although we revise, re-affirm, and revise our Strategic Plan at the Annual Faculty Retreat, during the year, we employ a committee structure consisting of an Undergraduate Council, Graduate Council and Faculty Council as the instruments through which the work of program governance is done. These committees, consisting of core-faculty members, meet to discuss issues of concern, and to formulate recommendations for policy and or procedure changes as indicated. Monthly faculty meetings are used to inform the faculty at large, engender additional input from faculty for revisions, and final adoption of agreed upon strategies, policies procedures for implementation.

The following sections describe how our planning process is accomplished annually:

- SWOT Analysis
- Goals/ Strategies and Objectives
- Action Plans/ Activities
- Assessment/ Correction

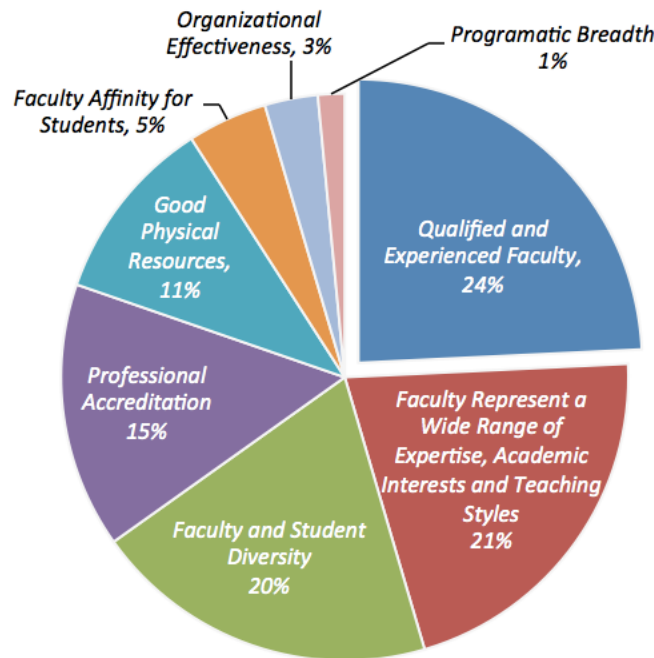
SWOT Analysis

A SWOT analysis (alternatively SWOT matrix) is used to evaluate the strengths, weaknesses, opportunities and threats to the institution. On February 18, 2014, faculty present at a scheduled Division of Architecture Faculty Meeting were given a form and asked to provide at least one response for each of 4 categories: Strengths, Weaknesses, Opportunities, and Threats. The results were tabulated and grouped under general topic headings.

The results were reviewed by the Interim Dean and provided back to the faculty at the March 4, 2014 faculty meeting. Faculty were also given their original submissions and asked to review the summary sheet and verify that their submissions had been accurately incorporated into the tabulation. No requests for corrections were received. Faculty were then asked to indicate their top three priorities in each category, numbering the highest priority “1”, the second highest “2” and the third-highest “3.” These results were tabulated, with each first place ‘vote’ equaling 3 points, second place equaling 2 points, and third place 1 point. The results are attached and summarized below.

Strengths

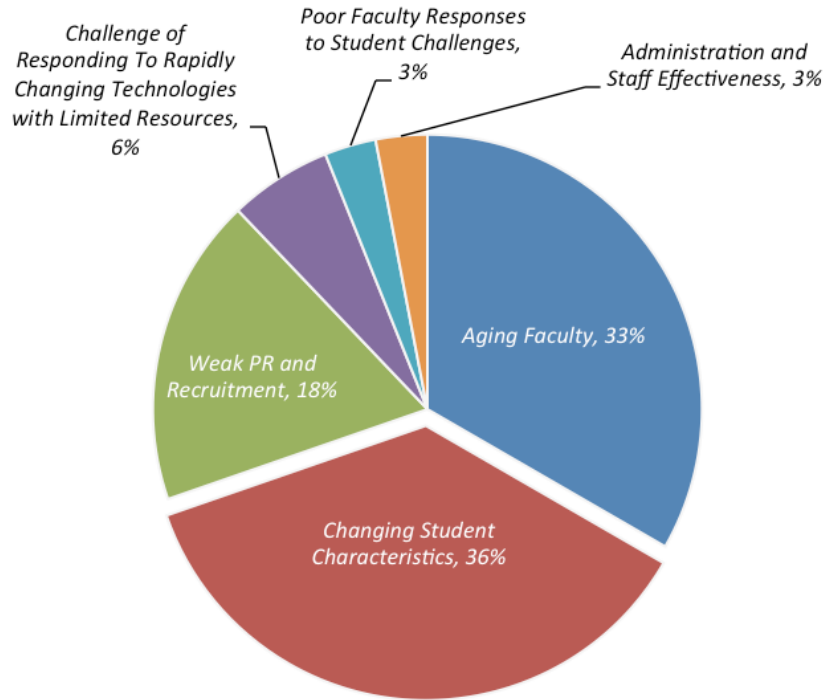
The faculty clearly respect one another, and perceive the qualifications; experience; and range of expertise, academic interests and teaching styles to be a significant strength of the School (45% of the votes.) Student and faculty diversity was cited in 20% of the votes, and the School’s accreditation by the National Architectural Accrediting Board (NAAB) received 15% of the votes.



SWOT Analysis
Chart 1 of 4: Strengths

Weaknesses

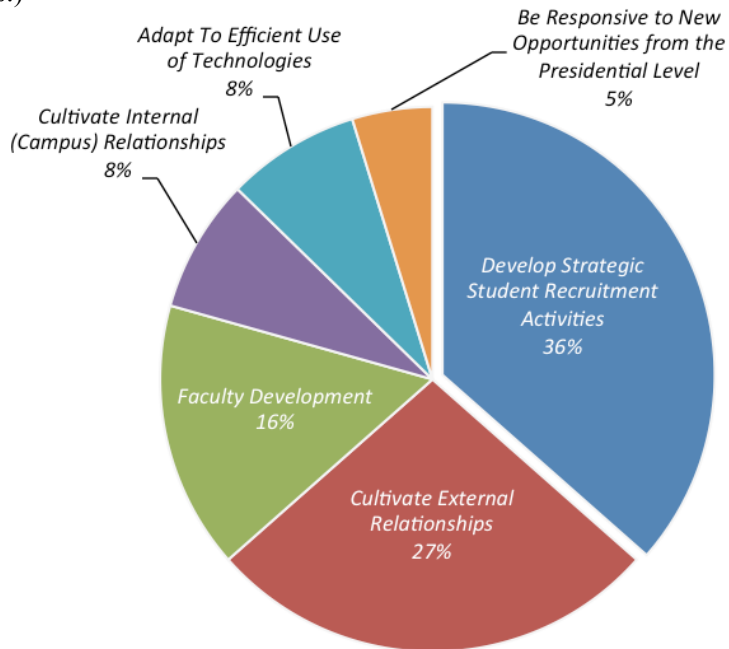
Changing student characteristics—the faculty’s perception that current and incoming students are unprepared or weak with respect to seriousness, maturity and respect for faculty and other students, and the academic preparation necessary for handling the architecture curriculum—was identified as the School’s greatest weakness (35% of the votes.) A very close second, though, is the high percentage of faculty who are at, or very near the point of retirement (33%.) Because of the experience and expertise that will be lost as faculty retire, continued NAAB accreditation argues for an active recruitment and employment strategy in the very near term. The third greatest weakness, at 18%, is the perception of a weak public relations and recruitment effort.



SWOT Analysis
Chart 2 of 4: Weaknesses

Opportunities

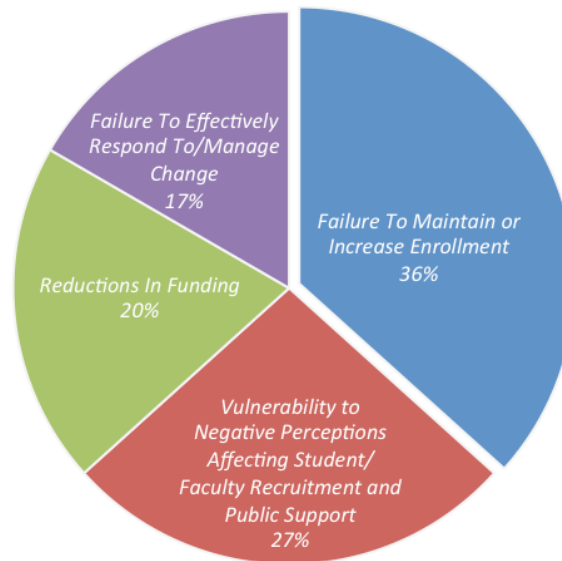
The most critical opportunity was identified as developing strategic student recruitment activities (36% of the votes.) Second was the cultivation of external relationships with the profession, alumni, and communities (27%.) The third priority in this category is faculty development through strategic hiring of new faculty (16%.)



SWOT Analysis
Chart 3 of 4: Opportunities

Threats

The faculty consider the School's greatest threat would be the failure to maintain or increase enrollment (37%). The second highest rated threat is the School's vulnerability to negative perceptions about the University affecting recruitment of students and faculty and lowering public support. This received 26% of the votes. The third greatest threat noted was the potential for reductions in funding (20% of the votes).



SWOT Analysis
Chart 4 of 4: Threats

Goals, Strategies and Objectives

As the school plans its future, a list of potential achievements must be identified. These are goals. The specific steps we take to get to those achievements are our objectives.

Goal 1 Enhance Access To The University

Strategy 1.1 Develop And Implement Effective Recruitment Strategies

Measurable Objectives(s):

- 1.1.1 Increase the enrollment of first-time-in-college students in architecture by 25 percent in 5 years and 50 percent in 10 years.
- 1.1.2 Increase the enrollment of community college (AA degree) students in architecture by 25 percent in 5 years and 50 percent in 10 years.
- 1.1.3 Increase the enrollment of students in the B.Arch degree by 25 percent in 5 years and 50 percent in 10 years.
- 1.1.4 Increase the enrollment of students in the M.S. degree by 25 percent in 5 years and 50 percent in 10 years
- 1.1.5 Increase the enrollment of students in the M.Arch degree by 25 percent in 5 years and 50 percent in 10 years

Strategy 1.2 Develop and Implement Comprehensive Distance Learning Programs

Measurable Objectives(s):

- 1.2.1 Increase the use of Blackboard.com to 75% of the ARC classes in 2 years and 90% of the classes in 5 years.
- 1.2.2 Increase the use of Blackboard Analytics to 50% of the ARC classes in 2 years and 90% of the classes in 5 years.

- 1.2.3 Increase the total Distance Learning classrooms (in the Arch bldg.) to four in 5 years.
- 1.2.4 Increase the total Hybrid ARC classes to eight in 2 years and ten in in 5 years.

Goal 2 Improve Academic Progression & Graduation Rates

Strategy 2.1 Continuous Assessment of Student Retention and Academic Progression

Measurable Objectives(s):

- 2.1.1 Improve FTIC second-year retention rate by 10% in 2 years and 20% in 5 years.
- 2.1.2 Improve six-year Bach of Science graduation rate by 10% in 2 years and 20% in 5 years.
- 2.1.3 Increase undergraduate degrees awarded by 20% in 2 years and 25% in 5 years.
- 2.1.4 Increase graduate degrees awarded by 20% in 2 years and 25% in 5 years.

Goal 3 Improve Accountability And Communication Processes

Strategy 3.1 Develop regular meetings of the administration, faculty and students.

Measurable Objectives(s):

- 3.1.1 Implement four (4) meetings of the SA+ET Administration with student representatives each year.
- 3.1.2 Implement two (2) meetings of all students and faculty each year.
- 3.1.3 Implement two (2) meetings of the Undergraduate, Graduate and Faculty Councils each semester.
- 3.1.4 Implement one (1) meeting of the alumni/ industry and faculty each year.

Strategy 3.2 Develop cell phone centric tools for communicating with students.

Measurable Objectives(s):

- 3.2.1 Implement a text message ARC INFO system that delivers 8 messages each semester.
- 3.2.2 Implement a social media resource that delivers 15 posts each semester.

Strategy 3.3 Develop resources for communicating with students, alumni and other institutions.

Measurable Objectives(s):

- 3.2.1 Implement an Annual Portfolio that documents student design work.
- 3.2.1 Implement an Annual Report that documents school, faculty and student activities.
- 3.2.2 Implement an Annual Report that summarizes the Strategic Planning data.

Goal 4 Improve Technology Resources

Strategy 4.1 Submit proposals to the FAMU Student Technology Fee Committee.

Measurable Objectives(s):

- 4.1.1 Implement a system for on-site plotting in 5 years.
- 4.1.2 Implement a system for digital archiving of student work in 5 years.
- 4.1.3 Implement a system for digital assessment of student work in 5 years.

Goal 5 Improve Institutional Fundraising

Strategy 5.1 Enhance the University relations with and the donations from trustees, alumni, faculty, staff and other university constituents.

Measurable Objectives(s):

- 5.1.1 Achieve \$500,000 in "Foundation Giving" in the next five years.

Goal 6 Enhance Ethnic and Racial Diversity

Strategy 6.1: Recruit faculty, staff and students from a variety of sites.

Measurable Objectives(s):

- 6.1.1 Maintain the undergraduate enrollment of African American students at a min. of 50 % of the total undergraduate population, for the next 5 years.
- 6.1.2 Increase the graduate enrollment of African American students to 20 % in 2 years and to

- 25 % the next 5 years.
- 6.1.3 Increase the undergraduate enrollment of Non-African American students to 20 % in 2 years and to 25 % the next 5 years.
- 6.1.4 Maintain the graduate enrollment of Non-African American students at a min. of 30 % each year for the next 5 years.

Action Plans/ Activities

The Action Plan clarifies the steps needed to accomplish the goals and objectives For each step, additional resources may be identified. A timeline for completion and the persons responsible for the steps are identified.

Goal 1: Enhance Access To The University	see Action Plan/ Activities Table 1 of 5
Goal 2: Improve Academic Progression & Graduation Rates	see Action Plan/ Activities Table 2 of 4
Goal 3: Improve Accountability & Communication Processes	see Action Plan/ Activities Table 3 of 5
Goal 4: Improve Technology Resources	see Action Plan/ Activities Table 4 of 5
Goal 5: Improve Institutional Fundraising	see Action Plan/ Activities Table 4 of 5
Goal 6: Enhance Ethnic and Racial Diversity	see Action Plan/ Activities Table 5 of 5

Assessment / Correction

Assessment aims to promote a culture of continuous improvement. It is an integral component of the school's commitment to sustaining and enhancing academic quality and student experiences. It is also a required by the state, university and our accreditation board. At FAMU, the primary purpose of the Office of University Assessment is to monitor and support academic, administrative, and educational support units in the continuous improvement of student learning and the quality of support services. Office of University Assessment works to enhance unit-level capacity to make effective use of assessment practices and to provide meaningful, timely feedback that informs institutional effectiveness decision-making processes.

Therefore, the Division of Architecture will use the SA+ET Division of Architecture 2015-2020 Strategic Plan as the basis for its annual submission to the University Assessment Office for its degree program reports.

- Bachelor of Science in Architectural Studies (B.S.A.S.)
- Bachelor of Architecture (B.Arch)
- Master of Science in Architecture(M.S.)
- Master of Architecture (M.Arch)

**SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2010-2020
PLANNED ACTIONS: 1 OF 7**

GOAL 1: Improve Access To The University					
Strategy	Expected Outcomes/ Results	Action Steps	Resources Needed	Timelines	Person(s) Responsible
1.1 Develop and Implement Effective Recruitment Strategies	Increase the FTIC enrollment by 10% in 2015 and 50% in 2020	Update printed and online recruitment materials	Printing and travel support	Completed Spring 2014	Program Director
		Identify target schools and visit schools		Fall 2015	SA+ET Recruiter and Program Director
		Document 50% FTIC increase		Spring 2020	Dean
	Increase the AA degree enrollment by 25% in 2015 and 50% in 2020	Update Community College (CC) recruitment materials	Printing and travel support	Completed Spring 2014	Program Director
		Draft MOU w/ new CC programs		Completed Fall 2014	Dean
		Invite CC Program Director to FAMU		Completed Spring 2014	Dean
		Visit CC programs		Completed Fall 2014	Dean
		Assign recruitment tracking responsibilities to staff		Fall 2015	SA+ET Recruiter and Dean
		Document 50% AA increase		Spring 2020	Dean
	Increase the B.Arch. enrollment by 25% in 2015 and 50% in 2020	Update printed and online recruitment materials		Completed Spring 2014	Program Director
		Identify targeted firms for commuter schedule		Fall 2015	SA+ET Recruiter and Program Director
		Document 50% B.Arch increase		Spring 2020	Dean
	Increase the M.S. enrollment by 25% in 2015 and 50% in 2020	Update printed and online recruitment materials		Completed Spring 2014	Program Director
		Document 50% M.S. increase		Spring 2020	Dean
	Increase the M.Arch. enrollment by 25% in 2015 and 50% in 2020	Update printed and online recruitment materials		Completed Spring 2014	Program Director
		Document 50% M.S. increase		Spring 2020	Dean

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 Action Plans/ Activities: Table 2 of 5

GOAL 2: Improve Academic Progression & Graduation Rates					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Continuous Assessment of Student Retention and Academic Progression	Improve FTIC second-year retention rate by 10% in 2 years and 20% in 5 years	<ul style="list-style-type: none"> - Identify target students - Implement pre-midterm Blackboard Analytics Review - Increase Advisor Communication 	No additional resources needed	Annually	Director of Student Services, Program Director and students
	Improve six-year Bach of Science graduation rate by 10% in 2 years and 20% in 5 years	<ul style="list-style-type: none"> - Identify students w/ excess credits - Develop Graduation Plan as part of 3rd Yr Admission - Increase access to online classes - Increase access to summer courses 	Funds to offer summer classes	Annually	Director of Student Services, Program Director and students
	Increase undergraduate degrees awarded by 20% in 2 years and 25% in 5 years	<ul style="list-style-type: none"> - Increase recruitment efforts - Increase access to online classes - Increase access to summer courses 	Funds to offer summer classes	Annually	Recruiter, Director of Student Services and Program Director, Associate Dean
	Increase graduate degrees awarded by 20% in 2 years and 25% in 5 years	<ul style="list-style-type: none"> - Increase recruitment efforts - Increase access to online classes 	Funds to offer summer classes	Annually	Recruiter, Director of Student Services and Program Director, Associate Dean

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 Action Plans/ Activities: Table 3 of 5

GOAL 3: Improve Accountability And Communication Processes					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Develop regular meetings of the administration, faculty and students	The Admin and student representatives will meet 4 times each year	- Identify students reps - Develop meeting schedule	No additional resources needed	Annually	Dean and students representatives
	The faculty and students will meet 2 times each year	- Identify students reps - Develop meeting schedule	No additional resources needed	Annually	Dean and students representatives
	The Undergraduate, Graduate and Faculty Councils will meet two times each semester	- Assign Faculty to Councils - Develop meeting schedule	No additional resources needed	Annually	Faculty
	The Alumni/ Industry rep and Faculty will meet once each year	- Identify alumni/ industry reps - Develop meeting schedule	No additional resources needed	Annually	Alumni and Faculty
Develop cell phone centric tools for communicating with students	Implement text message ARC INFO system that delivers 8 messages each semester	- Identify service - Develop student database - Send messages	No additional resources needed	Annually	Recruiter, Director of Student Services and Program Director
	Implement social media resource that delivers 15 posts each semester	- Identify service - Send messages	No additional resources needed	Annually	Recruiter, Director of Student Services and Program Director
Develop resources for communicating with students, alumni and other institutions	Implement an "Portfolio" that documents student design work, each year	- gather work - format document - print document	Graduate Assistant and Funds to Print	Annually	Program Director
	Implement a "Report" that documents school, faculty and student activities, each year	- gather content from faculty "end of year" reports - format document - print document	Funds to Print	Annually	Associate Dean
	Implement an "Report" that summarizes the Strategic Planning data, each year	- gather data - summarize data - print document	Graduate Assistant and Funds to Print	Annually	Associate Dean

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 Action Plans/ Activities: Table 4 of 5

GOAL 4: Improve Technology Resources					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Submit proposals to the FAMU STF Committee for upgrades and new resources	Implement on-site plotting in 2 years	- purchase equipment - train graduate students	- HP Plotter - Grad Assist	Annually	Associate Dean and Program Director
	Implement digital archiving of student work in 2 yrs	- purchase software - train graduate students	- Digication Software - Grad Assist	Annually	Associate Dean and Program Director
	Implement digital assessment of student work in 2 yrs	- purchase software - train graduate students	- Digication Software - Grad Assist	Annually	Associate Dean and Program Director

GOAL 5: Improve Institutional Fundraising					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Enhance the University relations with and the donations from trustees, alumni, faculty, staff and other university constituents	Achieve \$500,000 in "Foundation Giving" in the next five years	- Identify alumni and other university constituents - communicate school achievements - request support	No additional resources needed	Annually	FAMU Foundation and Dean

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 Action Plans/ Activities: Table 5 of 5

GOAL 6: Enhance Ethnic and Racial Diversity					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Recruit faculty, staff and students from a variety of sites	Maintain the African American undergraduate enrollment at a min. of 50 %, for the next 5 years	- Hire Recruiter - Identify HS w/ African Americans students - Visit HS	No additional resources needed	Annually	SA+ET Recruiter, Director of Student Services and Arch Program Director
	Increase the African American graduate enrollment to 20 % in 2 years and to 25 % the next 5 years	Hire Recruiter - Identify feeder degrees - Visit Universities	No additional resources needed	Annually	SA+ET Recruiter, Director of Student Services and Arch Program Director
	Increase the Non-African American undergraduate enrollment to 20 % in 2 years and to 25 % the next 5 years	- Hire Recruiter - Identify State Colleges w/ architecture programs - Visit State Colleges	No additional resources needed	Annually	SA+ET Recruiter, Director of Student Services and Arch Program Director
	Maintain the Non-African American graduate enrollment at a min. of 30 %, for the next 5 years	- Hire Recruiter - Identify feeder degrees - Visit Universities	No additional resources needed	Annually	SA+ET Recruiter, Director of Student Services and Arch Program Director

**SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020**

Appendix

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 SWOT Analysis

		FIRST	SECOND	THIRD	SCORE
Strengths:					
16	Qualified and Experienced Faculty Loyal, experienced, devoted, knowledgeable, well-educated faculty Highly qualified and experienced faculty Faculty expertise in content areas Faculty teaching expertise The experience of existing faculty of the department The faculty Faculty dedication	4	2	0	16
Faculty Represent a Wide Range of Expertise, Academic Interests and					
14	Teaching Styles Great faculty/varied interests Diverse interest of faculty and experience Cohesive faculty interests and relationships Faculty diversity of theoretical positions Faculty range of teaching styles	4	1	0	14
3	Faculty Affinity for Students Sensitivity and responsiveness to students	0	1	1	3
13	Faculty and Student Diversity Student and faculty diversity The diversity of the upper division and professional program students Diverse student body Diversity of student body Diverse student body	1	4	2	13
10	Professional Accreditation Full Accreditation by NAAB	1	3	1	10
1	Programmatic Breadth Connections with south Florida and Caribbean students A variety of program options/opportunities Involvement in community design Students are taught to "practice." The record is successful.	0	0	1	1
7	Good Physical Resources The physical building of the School of Architecture for exhibiting student and faculty work and the workshop Excellent facilities (building, services ,equipment, staff) Great shop, library, gallery Facility	1	0	4	7
2	Organizational Effectiveness SOA administration -- not micromanagement of teaching Student organizations	0	0	2	2

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 SWOT Analysis

	FIRST	SECOND	THIRD	SCORE
Weaknesses:				
22 Aging Faculty	4	3	4	22
Need additional faculty				
Small faculty size				
Too few faculty to cover all areas well				
Over the last 5-10 years we have lost many faculty to retirement, but we have only replaced one faculty in the last 5 years.				
We have a faculty that is aging and will retire in +/- 5 years				
Need younger faculty				
Lack of young faculty				
Lack of faculty enthusiasm				
Non-diverse faculty, especially with regard to "minority" women. Many more are now out there/available.				
Salaries, especially for new faculty				
24 Changing Student Characteristics	5	3	3	24
Weak incoming students with respect to seriousness, maturity and respect for faculty and other students.				
Many of the incoming freshmen are unprepared/weak students that are not capable of handling the architecture curriculum.				
Too many students seem to take their studies quite lightly.				
Wide/uneven quality range of students				
Overall student motivation				
Competition for good students				
2 Poor Faculty Responses to Student Challenges	0	1	0	2
Students who are good/solid learners are <u>not</u> taught and advised that an architecture education is good for a lot of "practices." Lists exist.				
Lack of grading rigor in undergraduate studios				
Unhealthy accomodation of weak work				
12 Weak PR and Recruitment	1	3	3	12
Public relations				
More exposure of SOA with outreach recruitment				
Challenge of Responding To Rapidly Changing Technologies with Limited				
4 Resources	1	0	1	4
Funding level not adequate for keeping up with technology.				
Parametric design and digital equipment and upkeep of shop equipment				
2 Administration and Staff Effectiveness	0	1	0	2
Need someone in charge at all times 9-5 with accountability of staff				
No oversight and accountability for staff, hours and duties.				
Two programs very separate (Eng. Tech/SOA)				
0 Location	0	0	0	0
Limited connection to the world beyond Tallahassee				
Travel funds too limited for students and faculty to major events, locations.				
Location remote from a major urban center.				

**SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
SWOT Analysis**

	FIRST	SECOND	THIRD	SCORE
Opportunities:				
10 Faculty Development	2	1	2	10
Faculty interested in bringing new outside connections to the school				
We have an opportunity to bring new young faculty to bring fresh ideas.				
Locate one or two Eng. Const. faculty in an office here--those that teach something our students can take. (Helps with diversity.)				
We have faculty with many unsung artistic talents				
17 Cultivate External Relationships	2	4	3	17
Close relationship with local profession				
Renew strong connections with alumni				
South of nation?? Florida and Caribbean basin contacts				
Jacksonville Studio: Have a physical space where a grad studio would be "on-site" 3-4 weeks of the semester.				
Traveling 5th year studio (Traveling students)				
Community outreach				
Design/build project opportunities built in the shop and possible temporarily installed in the atrium space				
5 Cultivate Internal (Campus) Relationships	1	1	0	5
Digital fabrication lab				
Digital fabrication laboratory				
Cross discipline opportunities				
23 Develop Strategic Student Recruitment Activities	5	4	0	23
To recruit: several good ideas came up today				
Summer camps				
High school camps				
Connecting with the community college network				
Community college articulation and partnerships				
Stronger connections/pipelines to community colleges				
Create a "Designer Poster" -- printed and digital -- of FAMU SOA programs for recruitment				
Play on our location and low cost to attract better students to all our programs				
Recruit more graduate students				
5 Adapt To Efficient Use of Technologies	0	0	5	5
Digital/web-based broadcasting				
Professional/continuing education				
Rethinking curriculum				
0 Develop/Expand "Product" Offerings	0	0	0	0
MS in facility management				
Research				
3 Be Responsive to New Opportunities from the Presidential Level	1	0	0	3
New leadership				

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 SWOT Analysis

	FIRST	SECOND	THIRD	SCORE
Threats:				
12 Reductions In Funding	2	1	4	12
Budget and State/campus uncertainties and changes in policies				
Cut and restrictions				
State employee (University System) low and no growth salary policy of state.				
10 Failure To Effectively Respond To/Manage Change	1	2	3	10
Aging faculty will start to retire resulting in loss of expertise, institutional memory				
The faculty is aging and they are reaching retirement age				
University faculty search is far too slow--inhibits hiring process. Starts too late after other competing schools.				
Governmental/institutional/bureaucratic mandates that interfere with education				
Danger of "measurement" and "evaluation." Wrong messages sent regarding what's important in teaching/learning -- wrong things measured.				
Not continuing the bad taste among the divisions.				
22 Failure To Maintain or Increase Enrollment	4	5	0	22
We seem to have a decreasing number of students. Therefore, we need more recruitment!				
Continued decrease of student population				
Loss of numbers of student population				
Loss of diversity of student body				
Decline of student enrollment				
Vulnerability due to low graduate applications				
Program quality of graduates will start declining after this graduating 4th year class finishes in Spring due to FAMU lower enrollment standards and poor press				
Not enough graduate students sustained				
Lower admission standards				
Financial aid for students				
Competition for good students				
16 Vulnerability to Negative Perceptions Affecting Student/Faculty Recruitment and Public Support	3	2	3	16
FAMU's image				
FAMU image problems				
FAMU history/perceptions				
The School being perceived as a technically oriented "degree factory" instead of a professional design school.				
Overly prescriptive outcome measures imposed by the state				
School competitiveness compared to other schools of architecture when it comes to attracting new students				
0 Maintaining Program Affordability	0	0	0	0
Cost of the program, especially for the student				
Keeping up with technology				

Board of Governors

Performance Funding Model Overview

The Performance Funding Model includes 10 metrics that evaluate the institutions on a range of issues. Two of the 10 metrics are Choice metrics; one picked by the Board and one by the university boards of trustees. These metrics were chosen after reviewing over 40 metrics identified in the University Work Plans.

The model has four guiding principles: 1) use metrics that align with SUS Strategic Plan goals, 2) reward Excellence or Improvement, 3) have a few clear, simple metrics, and 4) acknowledge the unique mission of the different institutions.

Key components of the model:

- Institutions will be evaluated on either Excellence or Improvement for each metric.
- Data is based on one-year data.
- The benchmarks for Excellence were based on the Board of Governors 2025 System Strategic Plan goals and analysis of relevant data trends, whereas the benchmarks for Improvement were determined after reviewing data trends for each metric.
- The Florida Legislature and Governor determine the amount of new state funding and a proportional amount of institutional funding that would come from each university's recurring state base appropriation.

Metrics Common to all Institutions:

Seven metrics apply to all eleven institutions. The eighth metric, graduate degrees awarded in areas of strategic emphasis (8a), applies to all institutions except New College. The alternative metric for New College (8b) is "freshman in the top 10% of graduating high school class."

Metrics Common to all Institutions	
1. Percent of Bachelor's Graduates Employed and/or Continuing their Education Further	6. Bachelor's Degrees Awarded in Areas of Strategic Emphasis (includes STEM)
2. Average Wages of Employed Baccalaureate Graduates	7. University Access Rate (Percent of Undergraduates with a Pell-grant)
3. Cost per Undergraduate Degree	8a. Graduate Degrees Awarded in Areas of Strategic Emphasis (includes STEM) (NCF Excluded) 8b. Freshman in Top 10% of Graduating High School Class (NCF Alternative Metric)
4. Six Year Graduation Rate (Full-time and Part-time FTIC)	9. Board of Governors Choice
5. Academic Progress Rate (2nd Year Retention with GPA Above 2.0)	10. Board of Trustees Choice

Board Choice Metric - The Board has approved metrics that focuses on areas of improvement and the distinct missions of each university. UF and FSU have a metric measuring faculty awards to represent the research focus of these institutions. New College has "national ranking for institutional and program achievement." The remaining eight institutions all have the "percentage of students graduating without excess hours".

Board of Trustees Choice Metric - Each Board of Trustees has chosen a metric from the remaining metrics in the University Work Plans that are applicable to the mission of that university and have not been previously chosen for the model.

Board of Governors

Performance Funding Model Overview

How will the funding component of the model work?

To ensure each university is striving to excel and improve on key metrics, there must be a financial incentive. That financial incentive will not only be new state funding, but an equal reallocation of a portion of the base state funding.

New Funding versus Base Funding:

The amount of new state funding appropriated by the Legislature and Governor for performance funding will be matched by an equal amount reallocated from the university system base budget. These “base” funds are the cumulative recurring state appropriations the Legislature has appropriated to each institution. Any new funding appropriated would be allocated as follows:

State New Funding Allocation

1. Each university metric is evaluated based on Excellence or Improvement and has five benchmarks ranging from low to high. The lowest benchmark receives one point, while the highest receives five points. The highest points for Excellence or Improvement are counted in the university’s total score.
2. New funding will be allocated based on points earned, with a maximum of 50 points possible.
3. A university must earn more than 25 points in order to be eligible to receive new funds.
4. A university scoring 25 points or less or the three lowest scoring universities would not receive any new funds.
5. A university earning more than 25 points would receive new funds proportional to their existing base funds with the highest scoring universities eligible for additional new funds.
6. The Board’s practice is to address all ties to the benefit, not the detriment, of the institutions in question. No matter where the tie takes place in the score rankings, the practice is the same.

Institutional Base Funding Allocation

1. A prorated amount would be deducted from each university’s base recurring state appropriation.
2. A university earning more than 25 points will have their base funding restored.
3. A university scoring 25 points or less will have to submit an improvement plan to the Board of Governors and show improvement according to that approved plan in order to have their base funding restored.

ATTACHMENT

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2010-2020
 PLANNED ACTIONS: 1 OF 7

GOAL 1: Improve Access To The University					
Strategy	Expected Outcomes/ Results	Action Steps	Resources Needed	Timelines	Person(s) Responsible
1.1 Develop and Implement Effective Recruitment Strategies	Increase the FTIC enrollment by 10% in 2015 and 50% in 2020	Update printed and online recruitment materials	Printing and travel support	Completed Spring 2014	Program Director
		Identify target schools and visit schools		Fall 2015	SA+ET Recruiter and Program Director
		Document 50% FTIC increase		Spring 2020	Dean
	Increase the AA degree enrollment by 25% in 2015 and 50% in 2020	Update Community College (CC) recruitment materials	Printing and travel support	Completed Spring 2014	Program Director
		Draft MOU w/ new CC programs		Completed Fall 2014	Dean
		Invite CC Program Director to FAMU		Completed Spring 2014	Dean
		Visit CC programs		Completed Fall 2014	Dean
		Assign recruitment tracking responsibilities to staff		Fall 2015	SA+ET Recruiter and Dean
		Document 50% AA increase		Spring 2020	Dean
	Increase the B.Arch. enrollment by 25% in 2015 and 50% in 2020	Update printed and online recruitment materials		Completed Spring 2014	Program Director
		Identify targeted firms for commuter schedule		Fall 2015	SA+ET Recruiter and Program Director
		Document 50% B.Arch increase		Spring 2020	Dean
	Increase the M.S. enrollment by 25% in 2015 and 50% in 2020	Update printed and online recruitment materials		Completed Spring 2014	Program Director
		Document 50% M.S. increase		Spring 2020	Dean
	Increase the M.Arch. enrollment by 25% in 2015 and 50% in 2020	Update printed and online recruitment materials		Completed Spring 2014	Program Director
		Document 50% M.S. increase		Spring 2020	Dean

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 Action Plans/ Activities: Table 2 of 5

GOAL 2: Improve Academic Progression & Graduation Rates					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Continuous Assessment of Student Retention and Academic Progression	Improve FTIC second-year retention rate by 10% in 2 years and 20% in 5 years	<ul style="list-style-type: none"> - Identify target students - Implement pre-midterm Blackboard Analytics Review - Increase Advisor Communication 	No additional resources needed	Annually	Director of Student Services, Program Director and students
	Improve six-year Bach of Science graduation rate by 10% in 2 years and 20% in 5 years	<ul style="list-style-type: none"> - Identify students w/ excess credits - Develop Graduation Plan as part of 3rd Yr Admission - Increase access to online classes - Increase access to summer courses 	Funds to offer summer classes	Annually	Director of Student Services, Program Director and students
	Increase undergraduate degrees awarded by 20% in 2 years and 25% in 5 years	<ul style="list-style-type: none"> - Increase recruitment efforts - Increase access to online classes - Increase access to summer courses 	Funds to offer summer classes	Annually	Recruiter, Director of Student Services and Program Director, Associate Dean
	Increase graduate degrees awarded by 20% in 2 years and 25% in 5 years	<ul style="list-style-type: none"> - Increase recruitment efforts - Increase access to online classes 	Funds to offer summer classes	Annually	Recruiter, Director of Student Services and Program Director, Associate Dean

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 Action Plans/ Activities: Table 3 of 5

GOAL 3: Improve Accountability And Communication Processes					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Develop regular meetings of the administration, faculty and students	The Admin and student representatives will meet 4 times each year	- Identify students reps - Develop meeting schedule	No additional resources needed	Annually	Dean and students representatives
	The faculty and students will meet 2 times each year	- Identify students reps - Develop meeting schedule	No additional resources needed	Annually	Dean and students representatives
	The Undergraduate, Graduate and Faculty Councils will meet two times each semester	- Assign Faculty to Councils - Develop meeting schedule	No additional resources needed	Annually	Faculty
	The Alumni/ Industry rep and Faculty will meet once each year	- Identify alumni/ industry reps - Develop meeting schedule	No additional resources needed	Annually	Alumni and Faculty
Develop cell phone centric tools for communicating with students	Implement text message ARC INFO system that delivers 8 messages each semester	- Identify service - Develop student database - Send messages	No additional resources needed	Annually	Recruiter, Director of Student Services and Program Director
	Implement social media resource that delivers 15 posts each semester	- Identify service - Send messages	No additional resources needed	Annually	Recruiter, Director of Student Services and Program Director
Develop resources for communicating with students, alumni and other institutions	Implement an "Portfolio" that documents student design work, each year	- gather work - format document - print document	Graduate Assistant and Funds to Print	Annually	Program Director
	Implement a "Report" that documents school, faculty and student activities, each year	- gather content from faculty "end of year" reports - format document - print document	Funds to Print	Annually	Associate Dean
	Implement an "Report" that summarizes the Strategic Planning data, each year	- gather data - summarize data - print document	Graduate Assistant and Funds to Print	Annually	Associate Dean

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 Action Plans/ Activities: Table 4 of 5

GOAL 4: Improve Technology Resources					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Submit proposals to the FAMU STF Committee for upgrades and new resources	Implement on-site plotting in 2 years	- purchase equipment - train graduate students	- HP Plotter - Grad Assist	Annually	Associate Dean and Program Director
	Implement digital archiving of student work in 2 yrs	- purchase software - train graduate students	- Digication Software - Grad Assist	Annually	Associate Dean and Program Director
	Implement digital assessment of student work in 2 yrs	- purchase software - train graduate students	- Digication Software - Grad Assist	Annually	Associate Dean and Program Director

GOAL 5: Improve Institutional Fundraising					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Enhance the University relations with and the donations from trustees, alumni, faculty, staff and other university constituents	Achieve \$500,000 in "Foundation Giving" in the next five years	- Identify alumni and other university constituents - communicate school achievements - request support	No additional resources needed	Annually	FAMU Foundation and Dean

SA+ET DIVISION OF ARCHITECTURE
STRATEGIC PLAN 2015-2020
 Action Plans/ Activities: Table 5 of 5

GOAL 6: Enhance Ethnic and Racial Diversity					
Strategy	Expected Outcomes/Results	Action Steps/Planned Activities	Resources Needed	Timelines	Persons/Entities Responsible
Recruit faculty, staff and students from a variety of sites	Maintain the African American undergraduate enrollment at a min. of 50 %, for the next 5 years	- Hire Recruiter - Identify HS w/ African Americans students - Visit HS	No additional resources needed	Annually	SA+ET Recruiter, Director of Student Services and Arch Program Director
	Increase the African American graduate enrollment to 20 % in 2 years and to 25 % the next 5 years	Hire Recruiter - Identify feeder degrees - Visit Universities	No additional resources needed	Annually	SA+ET Recruiter, Director of Student Services and Arch Program Director
	Increase the Non-African American undergraduate enrollment to 20 % in 2 years and to 25 % the next 5 years	- Hire Recruiter - Identify State Colleges w/ architecture programs - Visit State Colleges	No additional resources needed	Annually	SA+ET Recruiter, Director of Student Services and Arch Program Director
	Maintain the Non-African American graduate enrollment at a min. of 30 %, for the next 5 years	- Hire Recruiter - Identify feeder degrees - Visit Universities	No additional resources needed	Annually	SA+ET Recruiter, Director of Student Services and Arch Program Director

ATTACHMENT

STARS ASSESSMENT PLANNING FORM

SECTION I GENERAL INFORMATION	
Academic Year	2014-2015
Program/Department	Bachelor of Architecture (B.Arch.)
College/School/Division	School of Architecture + Engineering Technology (SA+ET)
Contact Person(s)	Andrew Chin
Date Submitted, Steps 1-2 (Assessment Plan)	01/15/2015
Date Submitted, Steps 3-5 (Assessment Report)	10/30/2015

SECTION II INSTITUTIONAL MISSION/GOALS CONNECTION	
Unit Mission Statement	The mission of the School of Architecture and Engineering Technology (SA+ET), is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological, and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors within the fields of Architecture and Engineering Technology in an ever-evolving society. The School aspires to seek and support a faculty and staff of distinction dedicated to providing outstanding academic education at the undergraduate, graduate, and professional school levels, with a particular emphasis on integrity, creativity, and ethical conduct. The School is committed to motivational teaching, imaginative research, and meaningful community service. The School is also committed to cultural diversity by means of its course offerings, special programs, and recruitment efforts.
Unit Goals	The SA+ET Division of Architecture's 2010-2020 Strategic Plan identifies six (6) Goals. Goal 1: Improve Access To The University Goal 2: Improve Academic Progression & Graduation Rates Goal 3: Improve Accountability & Communication Processes Goal 4: Improve Faculty Scholarship & Resources Goal 5: Improve Institutional Fundraising Goal 6: Enhance Racial and Ethnic Diversity
Linkage to College/School/Division Goal(s)	The Bachelor of Architecture (B.Arch.) supports the Division's Goal 1: Improve Access To The University Goal 2: Improve Academic Progression & Graduation Rates Goal 6: Enhance Racial and Ethnic Diversity
Linkage to University Strategic Plan (2020 Vision With Courage)	The Bachelor of Architecture (B.Arch.) supports the University's FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate FAMU Strategic Initiative #5: Enhance and sustain an academic and social environment, promoting internationalization, diversity, and inclusiveness
Linkage to the President's Goal(s)	II.A.7) Expand on-line learning and distance education offerings by converting undergraduate for credit courses. II.C.6) Increase transfer and articulation agreements. II.E.5) Expand student recruitment into international markets through partnerships with other universities and national organizations. III.A. Increase the persistence/retention of undergraduate students, leading to increased graduation rates. III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #1					
Outcome Type	Student Learning Outcome				
Linkage to College/School/Division Goal(s) Statements	Goal 2: Improve Academic Progression & Graduation Rates				
Linkage to University Strategic Plan (2020 Vision With Courage)	FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate				
Linkage to the President's Goal(s)	III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.				
Linkage to the FAMU Sustainability Initiative Framework	1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.				
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate COMMUNICATION SKILLS through a proficiency in the use of traditional and digital graphic techniques . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) A.3 "Visual Communication Skills".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate proficiency in the use of traditional graphic techniques.
		Portfolio Review: External Examiner	X		60% demonstrate proficiency in the use of digital graphic techniques.
		Exit Interview Survey: Student		X	60% demonstrate proficiency in the use of traditional graphic techniques.
		Exit Interview Survey: Student		X	60% demonstrate proficiency in the use of digital graphic techniques.
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #2					
Outcome Type	Student Learning Outcome				
Linkage to College/School/Division Goal(s) Statements	Goal 2: Improve Academic Progression & Graduation Rates				
Linkage to University Strategic Plan (2020 Vision With Courage)	FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate				
Linkage to the President's Goal(s)	III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.				
Linkage to the FAMU Sustainability Initiative Framework	1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.				
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate CRITICAL THINKING SKILLS through an ability to incorporate fundamental design skills . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) A.6 "Fundamental Design Skills".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate proficiency in Fundamental Design Skills. (NAAB SPC A.6)
		Portfolio Review: External Examiner	X		60% demonstrate proficiency in the use of Historic Precedents. (NAAB SPC A.7)
		Exit Interview Survey: Student		X	60% demonstrate proficiency in Fundamental Design Skills. (NAAB SPC A.6)
		Exit Interview Survey: Student		X	60% demonstrate proficiency in the use of Historic Precedents. (NAAB SPC A.7)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #3					
Outcome Type		Student Learning Outcome			
Linkage to College/School/Division Goal(s) Statements		Goal 2: Improve Academic Progression & Graduation Rates			
Linkage to University Strategic Plan (2020 Vision With Courage)		FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate			
Linkage to the President's Goal(s)		III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.			
Linkage to the FAMU Sustainability Initiative Framework		1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.			
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate TECHNOLOGICAL LITERACY through an understanding of environmental systems . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) B.8 "Environmental Systems".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate the ability to incorporate environmental control systems. (NAAB SPC B.8)
		Portfolio Review: External Examiner	X		60% incorporate sustainable design strategies. (NAAB SPC B.3)
		Exit Interview Survey: Student		X	60% demonstrate the ability to incorporate environmental control systems. (NAAB SPC B.8)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met			
		Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #4					
Outcome Type	Student Learning Outcome				
Linkage to College/School/Division Goal(s) Statements	Goal 2: Improve Academic Progression & Graduation Rates				
Linkage to University Strategic Plan (2020 Vision With Courage)	FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate				
Linkage to the President's Goal(s)	III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.				
Linkage to the FAMU Sustainability Initiative Framework	1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.				
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate TECHNOLOGICAL LITERACY through an understanding of structural systems . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) B.9 "Structural Systems".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate the ability to incorporate structural systems. (NAAB SPC B.9)
		Exit Interview Survey: Student		X	60% demonstrate the ability to incorporate structural systems. (NAAB SPC B.9)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #5					
Outcome Type		Student Learning Outcome			
Linkage to College/School/Division Goal(s) Statements		Goal 2: Improve Academic Progression & Graduation Rates			
Linkage to University Strategic Plan (2020 Vision With Courage)		FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate			
Linkage to the President's Goal(s)		III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.			
Linkage to the FAMU Sustainability Initiative Framework		1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.			
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate TECHNOLOGICAL LITERACY through an understanding of building materials and assembly systems . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) B.12 "Building Material/ Assemblies".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate an understanding of Building Material/ Assemblies. (NAAB SPC B.12)
		Portfolio Review: External Examiner	X		60% demonstrate an understanding of Bldg Envelope Systems. (NAAB SPC B.12)
		Exit Interview Survey: Student		X	60% demonstrate an understanding of Building Material/ Assemblies. (NAAB SPC B.12)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met			
		Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #6					
Outcome Type	Student Learning Outcome				
Linkage to College/School/Division Goal(s) Statements	Goal 2: Improve Academic Progression & Graduation Rates				
Linkage to University Strategic Plan (2020 Vision With Courage)	FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate				
Linkage to the President's Goal(s)	III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.				
Linkage to the FAMU Sustainability Initiative Framework	1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.				
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate COLLABORATION through an ability to work in teams. This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) C.1 "Collaboration".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate the ability to collaborate in team projects. (NAAB SPC C.1)
		Exit Interview Survey: Student		X	60% demonstrate the ability to collaborate in team projects. (NAAB SPC C.1)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met			
		Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

ATTACHMENT

STARS ASSESSMENT PLANNING FORM

SECTION I _ GENERAL INFORMATION	
2014-2015	
Master of Architecture (M.Arch.)	
School of Architecture + Engineering Technology (SA+ET)	
Andrew Chin	
01/15/2015	
10/30/2015	

SECTION II INSTITUTIONAL MISSION/GOALS CONNECTION	
Unit Mission Statement	<p>The mission of the School of Architecture and Engineering Technology (SA+ET), is to provide an enlightened and enriched academic, intellectual, moral, cultural, ethical, technological, and student-centered environment, conducive to the development of highly qualified individuals who are prepared and capable of serving as leaders and contributors within the fields of Architecture and Engineering Technology in an ever-evolving society. The School aspires to seek and support a faculty and staff of distinction dedicated to providing outstanding academic education at the undergraduate, graduate, and professional school levels, with a particular emphasis on integrity, creativity, and ethical conduct. The School is committed to motivational teaching, imaginative research, and meaningful community service. The School is also committed to cultural diversity by means of its course offerings, special programs, and recruitment efforts.</p>
Unit Goals	<p>The SA+ET Division of Architecture's 2010-2020 Strategic Plan identifies six (6) Goals. Goal 1: Improve Access To The University Goal 2: Improve Academic Progression & Graduation Rates Goal 3: Improve Accountability & Communication Processes Goal 4: Improve Faculty Scholarship & Resources Goal 5: Improve Institutional Fundraising Goal 6: Enhance Racial and Ethnic Diversity</p>
College/School/Division Goal(s)	<p>The Master of Architecture (M.Arch.) supports the Division's Goal 1: Improve Access To The University Goal 6: Enhance Racial and Ethnic Diversity</p>
Linkage to University Strategic Plan (2020 Vision With Courage)	<p>The Master of Architecture (M.Arch.) supports the University's FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate FAMU Strategic Initiative #5: Enhance and sustain an academic and social environment, promoting internationalization, diversity, and inclusiveness</p>
Linkage to the President's Goal(s)	<p>II.A.7) Expand on-line learning and distance education offerings by converting undergraduate for credit courses. II.E.5) Expand student recruitment into international markets through partnerships with other universities and national organizations. III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.</p>

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #1					
Outcome Type	Student Learning Outcome				
Linkage to College/School/Division Goal(s) Statements	Goal 2: Improve Academic Progression & Graduation Rates				
Linkage to University Strategic Plan (2020 Vision With Courage)	FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate				
Linkage to the President's Goal(s)	III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.				
Linkage to the FAMU Sustainability Initiative Framework	1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.				
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate COMMUNICATION SKILLS through a proficiency in the use of traditional and digital graphic techniques . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) A.3 "Visual Communication Skills".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate proficiency in the use of traditional graphic techniques.
		Portfolio Review: External Examiner	X		60% demonstrate proficiency in the use of digital graphic techniques.
		Exit Interview Survey: Student		X	60% demonstrate proficiency in the use of traditional graphic techniques.
		Exit Interview Survey: Student		X	60% demonstrate proficiency in the use of digital graphic techniques.
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #2					
Outcome Type	Student Learning Outcome				
Linkage to College/School/Division Goal(s) Statements	Goal 2: Improve Academic Progression & Graduation Rates				
Linkage to University Strategic Plan (2020 Vision With Courage)	FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate				
Linkage to the President's Goal(s)	III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.				
Linkage to the FAMU Sustainability Initiative Framework	1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.				
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate CRITICAL THINKING SKILLS through an ability to incorporate fundamental design skills . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) A.6 "Fundamental Design Skills".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate proficiency in Fundamental Design Skills. (NAAB SPC A.6)
		Portfolio Review: External Examiner	X		60% demonstrate proficiency in the use of Historic Precedents. (NAAB SPC A.7)
		Exit Interview Survey: Student		X	60% demonstrate proficiency in Fundamental Design Skills. (NAAB SPC A.6)
		Exit Interview Survey: Student		X	60% demonstrate proficiency in the use of Historic Precedents. (NAAB SPC A.7)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #3					
Outcome Type	Student Learning Outcome				
Linkage to College/School/Division Goal(s) Statements	Goal 2: Improve Academic Progression & Graduation Rates				
Linkage to University Strategic Plan (2020 Vision With Courage)	FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate				
Linkage to the President's Goal(s)	III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.				
Linkage to the FAMU Sustainability Initiative Framework	1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.				
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate TECHNOLOGICAL LITERACY through an understanding of environmental systems . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) B.8 "Environmental Systems".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate the ability to incorporate environmental control systems. (NAAB SPC B.8)
		Portfolio Review: External Examiner	X		60% incorporate sustainable design strategies. (NAAB SPC B.3)
		Exit Interview Survey: Student		X	60% demonstrate the ability to incorporate environmental control systems. (NAAB SPC B.8)
		Exit Interview Survey: Student		X	60% incorporate sustainable design strategies. (NAAB SPC B.3)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #4					
Outcome Type	Student Learning Outcome				
Linkage to College/School/Division Goal(s) Statements	Goal 2: Improve Academic Progression & Graduation Rates				
Linkage to University Strategic Plan (2020 Vision With Courage)	FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate				
Linkage to the President's Goal(s)	III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.				
Linkage to the FAMU Sustainability Initiative Framework	1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.				
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate TECHNOLOGICAL LITERACY through an understanding of structural systems . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) B.9 "Structural Systems".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate the ability to incorporate structural systems. (NAAB SPC B.9)
		Exit Interview Survey: Student		X	60% demonstrate the ability to incorporate structural systems. (NAAB SPC B.9)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #5					
Outcome Type		Student Learning Outcome			
Linkage to College/School/Division Goal(s) Statements		Goal 2: Improve Academic Progression & Graduation Rates			
Linkage to University Strategic Plan (2020 Vision With Courage)		FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate			
Linkage to the President's Goal(s)		III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.			
Linkage to the FAMU Sustainability Initiative Framework		1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.			
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate TECHNOLOGICAL LITERACY through an understanding of building materials and assembly systems . This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) B.12 "Building Material/ Assemblies".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate an understanding of Building Material/ Assemblies. (NAAB SPC B.12)
		Portfolio Review: External Examiner	X		60% demonstrate an understanding of Bldg Envelope Systems. (NAAB SPC B.12)
		Exit Interview Survey: Student		X	60% demonstrate an understanding of Building Material/ Assemblies. (NAAB SPC B.12)
		Exit Interview Survey: Student		X	60% demonstrate an understanding of Bldg Envelope Systems. (NAAB SPC B.12)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			

STARS ASSESSMENT PLANNING FORM

SECTION III_ STARS FIVE STEPS					
OUTCOME #6					
Outcome Type		Student Learning Outcome			
Linkage to College/School/Division Goal(s) Statements		Goal 2: Improve Academic Progression & Graduation Rates			
Linkage to University Strategic Plan (2020 Vision With Courage)		FAMU Strategic Initiative #1: Create a 21st century living and learning collegiate			
Linkage to the President's Goal(s)		III.B. Increase the number of undergraduate and graduate degrees awarded in the areas of STEM and health-related disciplines.			
Linkage to the FAMU Sustainability Initiative Framework		1. Academic a) Curriculum: New or enhanced curriculum focused on or incorporating principles of environmental, social and economic sustainability.			
Step 1 S	Strategic and Student Learning Outcome/Objective	Graduates will demonstrate COLLABORATION through an ability to work in teams. This is consistent with our National Architecture Accreditation Board (NAAB) requirement of Student Performance Criteria (SPC) C.1 "Collaboration".			
Step 2 T	Target Performance Levels	Measures	Direct	Indirect	Targeted Performance Level
		Portfolio Review: External Examiner	X		60% demonstrate the ability to collaborate in team projects. (NAAB SPC C.1)
		Exit Interview Survey: Student		X	60% demonstrate the ability to collaborate in team projects. (NAAB SPC C.1)
Step 3 A	Analyze and Review Results	Measures	Direct	Indirect	Actual Performance Level
		Portfolio Review: External Examiner	X		Performance could not be measure due to software problems.
		Exit Interview Survey: Student		X	Performance could not be measure due to software problems.
Step 4 R	Reflect on Results	Check One: <input type="checkbox"/> Outcome Met <input type="checkbox"/> Outcome Not Met			
		Due to software problems, the performance level could not be determined. Therefore, we can not determine (1) if the outcome has not been met or (2) reflect on the results. We have identified an new e-portfolio/ assessment platform.			
Step 5 S	Strengthen programs/services	The outcome will be assessed next year. To improve the unit's services, we have identified an new e-portfolio/ assessment platform.			