MISSION
The School of Architecture prepares future architects and architectural engineers to make vital contributions to humanity through the creation of architecture.

VISION STATEMENT
The School of Architecture will be nationally recognized for outstanding professionally focused programs in architecture and architectural engineering with strengths in design and the collaboration between architecture and architectural engineering.

CORE VALUES
Diversity – We respect others and value diversity of opinions, freedom of expression, and other ethnic and cultural backgrounds.
Integrity – We are committed to the principles of truth and honesty, and we will be equitable, ethical, and professional.
Service – We believe that serving others is a noble and worthy endeavor.
Intellectual Freedom – We believe in ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge.
Excellence – We seek excellence in all our endeavors, and we are committed to continuous improvement.
Stewardship of Resources – We are dedicated to the efficient and effective use of resources. We accept the responsibility of the public's trust and are accountable for our actions.
Social & Environmental Responsibility: We endeavor to respect and enrich the quality of life in response to human and environmental needs.

STRATEGIC GOALS & OBJECTIVES
GOAL 1 Create and uphold high standards of excellence in instruction and scholarship.
OBJECTIVE 1.1: Maintain and improve upon the School's outstanding tradition of producing architectural and architectural engineering graduates capable of performing in the most complex and sophisticated professional settings.
OBJECTIVE 1.2: Expand and revitalize graduate programs in architecture and architectural engineering.
OBJECTIVE 1.3: Emphasize the pursuit of faculty scholarly activities that produce works of enduring value for both humanity and the environment.

GOAL 2: Create a collegial environment that attracts outstanding students and encourages academic excellence, personal growth, discovery of knowledge, and leadership achievement.
OBJECTIVE 2.1: Develop an effective program for recruitment and retention of a student population with strong academic credentials.
OBJECTIVE 2.2: Improve and expand enrichment opportunities for students.
OBJECTIVE 2.3: Nurture leadership and collaboration skills in students.

GOAL 3: Enhance the quality of life by contributing to human, environmental, economic and cultural development and the sustainability of the environment..
OBJECTIVE 3.1: Help communities develop strategies for improvement of the built environment that have a direct impact on quality of life and economic development.
OBJECTIVE 3.2: Encourage and provide opportunities to showcase architecture and the role architects play in cultural development.
GOAL 4: Achieve diversity and create an environment of respect for individuals.
OBJECTIVE 4.1: Increase diversity of students and faculty.
GOAL 5: Recruit, retain, and develop an outstanding faculty and staff within a collegial atmosphere.
OBJECTIVE 5.1: Seek and hire new and replacement faculty that strengthens the schools focus on professional education and reinforces the close collaborative environment between faculty.
OBJECTIVE 5.2: Provide support and incentives for faculty and staff development and retention.
OBJECTIVE 5.3: Reduce the burden for existing faculty to deal with computer technology issues.
GOAL 6: Leverage and focus financial and physical resources to achieve strategically targeted national prominence.
OBJECTIVE 6.1: Develop new and renovated facilities that provide the space and technology infrastructure to achieve national prominence.
OBJECTIVE 6.2: Continually nurture initiatives and approaches that capitalize on the mutually supportive relationship between the architecture and architectural engineering programs and on the professional focus of each program.
GOAL 7: Communicate an image that reflects professionalism, creativity, rigor, design expertise and technical acumen.
OBJECTIVES 7.1: Thoroughly publicize student, faculty, and alumni achievements.
GOAL 8: Foster innovative partnerships and collaborations which support the mission and vision of the school.
OBJECTIVE 8.1: Seek opportunities to engage practicing professionals in the educational process.
OBJECTIVE 8.2: Promote team-teaching collaborations that exploit the expertise of the faculty and that take advantage of the unique combination of architecture and architectural engineering programs.

With these goals in mind, the School seeks to develop in its students:

Attitudes and Commitment
The School intends that its graduates have a desire for excellence and a positive attitude about themselves, their peers, profession and their responsibilities to society. In addition, graduates are expected to understand the value of rigorous effort, self-motivation and the need to apply themselves in order to achieve their potential. Consistent with this is the desire that all graduates meet new situations with an open and creative mind, a sense of

potential for growth and learning, competitive spirit, and a positive attitude toward solving complex problems.

Basic Knowledge
The School expects its graduates to have a fundamental understanding and working knowledge of all the basic concerns which influence architecture. These include to varying degrees: historical, cultural, behavioral, environmental, aesthetic, technological, economic, legal and ethical principles as they impact on the decision-making processes of architecture. A fundamental understanding of the principles of architectural practice and office management serve as a framework for the application of this basic knowledge upon entry into the profession.

Specific Abilities
The School expects its graduates to be able to synthesize and prioritize all basic concerns which impinge on architecture, and to integrate these into a logical, creative process of solving complex problems. Graduates are expected to produce highly competent and appropriate buildings at the schematic and design development level and to think and work effectively within strict time frames and program parameters. This development of professional thought processes, discipline and work ethic should be integrated with ability to effectively communicate both graphically and verbally at a level which is competitive in any professional office.

Student Outcomes:
Specific student outcomes are stated in the Conditions and Procedures" of the National Architectural Accrediting Board (NAAB), which outline thirty-seven achievement-oriented performance criteria "descriptive of the body of knowledge necessary for the practice of architecture." These criteria are used to evaluate the architecture program during accreditation. In addition ABET (Accredition Board for Engineering and Technology) has similar criteria that is used for accrediting the Architectural Engineering program.

ASSESSMENT PROCESS & METHODS
Assessment is conducted utilizing four defined constituent groups:
1. The Profession
2. Alumni
3. Faculty
4. Students

THE PROFESSION
Since both the Architectural Engineering and Architecture programs are professionally oriented, having input from professional architectural engineers and architects is critical. This input is structured utilizing several specific mechanisms.
- PROFESSIONAL ADVISORY COMMITTEE
  - The school's Professional Advisory Committee (PAC) is made up of practicing architects and engineers from Oklahoma, the region, and around the nation who provide the school with feedback and advice and who act

as a sounding board to test the effectiveness of the School in meeting its mission. The Head of the School of Architecture selects the members of the PAC based on their specific expertise and their past involvement with the school. Although many are alumni, some PAC members are not. In addition to their service on the PAC, members routinely serve on student juries and reviews and employ OSU School of Architecture graduates. The PAC, a standing committee that has been in continuous service to the school for over twenty years, is today composed of 19 in-state and 8 regional representatives who meet twice yearly at the school. The PAC committee has been fully engaged in establishing and assessing the school's educational objectives and program outcomes and in reviewing assessment results and discussing recommendations for program changes. The PAC reviews assessment portfolios of graduated students annually and they are formally surveyed on a number of assessment related issues every other year.

- COMPREHENSIVE DESIGN STUDIO JURIES
  - o Every student in the School's comprehensive design courses, ARCH 4216 (architecture students), ARCH 5226 (architectural engineering students), prepares an individual design solution for an architectural design program. Over the course of the semester each student's project is evaluated twice by a jury of professional architects and architectural engineers. The jurors have the opportunity to assess not only the students ' design ability but also, through interactive discussion, their attitudes and demeanor, level of commitment and involvement, and ability to incorporate constructive design criticism into the development of a realistic project. The school annually conducts a survey of the individuals who comprised the juries for the proceeding offering of this course.
- EMPLOYERS OF OSU GRADUATES
  - o Employers of OSU School of Architecture graduates are also utilized as a constituent group for some assessment. The School Head and faculty regularly receive informal input from employers of graduates. In addition, employers of graduates are surveyed once every four years for graduates who are within twelve years of their graduation date. These surveys are conducted simultaneously with alumni surveys.
- EXTERNAL ACCREDITATION REVIEWS BY NAAB AND ABET
  - o External accreditation reviews by the National Architecture Accrediting Board and the Accreditation Board for Engineering and Technology are conducted at least every six years following a serious self-study, and include recommendations for program improvements where appropriate. The school keeps extensive photographic and physical archives of student work that assist in these reviews.

ALUMNI
The second group of constituents is the school's alumni. The alumni are formally surveyed once every four years during their first twelve years after graduation.

FACULTY
The third group of constituents is the faculty of the School of Architecture. The faculty are represented by the Assessment Committee and also act as a constituent group as a faculty of the whole.

- Formal and Informal Faculty, Alumni, and PAC Reviews
  - Faculty, alumni, and PAC members regularly review student work displayed in the architectural gallery. Feedback is collected informally and is relayed through faculty meeting discussions.

STUDENTS
The fourth constituent group is the current students. Students are represented by members of the Architecture Student Leadership Council (ASLC). The ASLC acts as a sounding board for the School Head. In addition, the School Head conducts exit interviews with graduating architecture and architectural engineering students. The feedback is collated and presented to the faculty for review.

ANALYSIS AND FEEDBACK
All assessment results are analyzed and reviewed by the School's Assessment committee. The Assessment Committee is charged with the responsibility for identifying areas of concern and recommended courses of action. In keeping with the philosophy that academic affairs should be managed by the faculty acting as a committee-of-the-whole, the School has no standing Curriculum Committee. Therefore, general results will be referred to the faculty for review and implementation into the curriculum. More specific results may be discussed privately with selected faculty for implementation into specific courses.