1.4 Program Mission

School of Architecture

The mission of the programs in the School of Architecture is to combine and fulfill the responsibilities in teaching, research and service and to the missions of the State of Texas and Prairie View A&M University by being proactively involved with the development and nurturing of problem solving solutions to address the needs of our society. Graduates of the School of Architecture will participate in the contemporary milieu, encourage and anticipate changes, and respond to change in the local, national and international communities.

The programs in the School of Architecture (Architecture, Construction Science, and Community Development) are dedicated to accomplishing their mission through excellence in teaching, research and service by preparing students to play a leadership role in rebuilding America's cities and improving the quality of the built environment. By offering a diverse curriculum led by an accomplished faculty in a comprehensive studio and classroom environment, the School of Architecture programs will educate students for significant roles as practitioners, developers and leaders in architecture, construction community planning, and community development. Students in the programs of the school will be challenged to develop their abilities in problem solving, creative thinking and informed decision making as a focus of their professional education. They will accomplish this in a nurturing and student-centered environment that fosters personal development and professional excellence.

Architecture Programs
The architecture programs are dedicated to preparing students to play a leadership role in rebuilding America's cities and improving the quality of the built environment. By offering a diverse curriculum led by an accomplished faculty in a computer and studio intensive environment, the architecture programs will educate students for significant roles as practitioners and leaders in architecture, planning and construction.

Bachelor of Science Program
The Bachelor of Science (or pre-professional program) provides the common ground for studies in architecture. It is intended to cover the basic content of the preparation of an educated architect and to lead to professional studies at the graduate level.

Master of Architecture (Professional Program)
The Master of Architecture (professional program) prepares students for roles in the profession of architecture by building on the content of the pre-professional degree through intensive and focused advanced studies in the field of architecture practice and design.

1.5   Program Self-Assessment

The School of Architecture used the 2004-2005 Academic Year to conduct a thorough self-assessment of its program. During this time the faculty and staff updated its Strategic Plan and Quality Enhancement Plan. In addition, the University's Provost commissioned an External Review that was conducted in the Spring 2005. [1]

Provided below in Table 1.5 is an overview of the program's strengths and challenges, as well as the propose actions to be taken that were compiled after these reviews. The faculty and staff discussed these matters during their annual planning retreat held in Austin, Texas. [2]   The purpose of this discussion and creating Working Committees was to afford a means to address their findings and building upon them during the 2005-2006 Academic Year.

Table No. 1.5 Program Self Assessment

FACULTY AND STAFF	
Strengths	1. The faculty is a dedicated, well-qualified, and hard working mix of experience and youth who bring excellent credentials to their work. They are very much "student centered" and "service oriented" as they carry out the mission of the University and the School of Architecture. 2. The size of the school and the quality of the faculty present an excellent opportunity for innovative programs, research and service. 3. The school faculty serves on numerous university-wide committees. They also attend as many professional conferences as their time permit. 4. Faculty members are open to new ideas and collaborative relationships given the directions of the Dean and the University's President.
Challenges	1. Assuming that enrollment will continue to increase, the program needs to add faculty members, in either full-time or adjunct positions, to continue the level of quality we are accustomed to providing the students. 2. With the rapid growth, there is a need for additional administrative staff to support the faculty and handle the administrative workload. 3. Continued increases in student population will require a corresponding increase in faculty. The current low ratio of faculty compared to the student population is needed to maintain the quality of contact hours with the students. 4. The overall faculty salaries should continue to be competitive with those offered by the other seven accredited programs in the state of Texas.
Plan of Action	1. Elevate the School status to that of a College, which will provide opportunities to increase support staff and Request additional funding for this purpose. 2. Maximize opportunities to chart teaching load rules. 3. Use funds allocated by the state and the University to reward faculty for outstanding classroom performance and research

	activities.
	4. Seek independent funding and financial support to allow faculty to have greater participation on research and service opportunities, as well as attend educational conferences.
STUDENTS	
Strengths	1. The student body is articulate, knowledgeable and committed to their studies.
	2. There is great enthusiasm and excitement on the part of our students about their studies and the new facility that they have occupied.
	3. The school is witnessing an ever increasing diversity in its student population. While African-American students still comprise the majority of the students, the number of Hispanic students is growing as is the case for the overall population in the state of Texas.
	4. The school has embarked on an aggressive and highly successful recruitment strategy. As a result the enrollment has rapidly increased. The freshman class that entered in the Fall Semester 2004 totaled over 100 students, representing a 100% increase over the previous same-time enrollment in 2003. Projected enrollment for the Fall Semester 2005 was estimated at 113 students.
	5. The engagement with community college programs in the state offers a transfer program that encourages growth and overall improvement of the student body.
	6. The students are given the opportunity to participate in creating a mission/purposeful environment so that they create a vision and goal for becoming the generation that can rebuild America's communities. The school's mission focuses on a specific and reachable goal, i.e. "Rebuild American Cities."
Challenges	1. Many of our students arrive with a lack of economic support (particularly for materials).
	2. Attracting top tier high school graduates is a challenge given the increased recruitment of minorities by other major universities in the state.
	3. The successful recruitment strategy must be supported with increased financial resources to serve the students.
Plan of Action	1. Continue to support and expand the Recruiting Plan. Support should be in terms of financial commitments and new marketing information (brochures, mailers, website, etc.).
	2. Review recruitment approaches for all ethnic classifications and evaluate with recent announcement that Texas is now one of four "minority-majority" states in terms of population. Also, look at means to attract the top tier high school students with a special approach that would make this university more appealing to them (location, size, historical nature, etc.).
	3. Evaluate potential future admissions numbers to contemplate the numbers of students that can be housed in the building. Coordinate this with the Construction Science and Community Development programs.

	4. Continue to expand contacts with community college systems in the state to attract increased numbers of transfer students. 5. Continue to integrate all three programs (Architecture, Construction Science and Community Development) to support the mission of the University and the School.

FACILITIES

Strengths	1. The new Architecture and Art Building was occupied in the 3rd quarter of 2005 in time to welcome students for the Fall Semester 2005. The facility has already proven to be a strong recruiting tool as well as afforded increased teaching, research and seminar opportunities, which will layer into community outreach endeavors. 2. The new facility is bringing prominent exposure to the University and to the program through increased media coverage. 3. Once fully operational, having a fully equipped Model Shop in the new building will afford greater opportunities to conduct design/build classes. It also provides a potential opportunity to offer "construction based" labs in other disciplines such as Theater Arts. 4. The new facility will have a state-of-the-art computer laboratory for the students. Such visualization efforts will create unlimited opportunities for design morphosis. 5. The facility offers the School the opportunity to offer dedicated spaces for students in Construction Science and Community Development.
Challenges	1. As with any new building at the university, especially one so prominently located and attracting rave reviews, many departments on campus would like to use the space to office and/or teach. With a continued climb in enrollment the School must make sure to keep sufficient control over space allocation so that current and projected courses in architecture, construction science, art and community development can be sufficiently accommodated. 2. The initial year of operation and the grand opening celebrations, while offering great opportunities to show case our student's work, will also create a demand on the faculty and staff that will be above the norm.
Plan of Action	1. Use the first year of occupancy to "try and test" the facility, learning about its positive aspects as well as areas that might need addressing for future use. 2. While being mindful to protect the investment that this building represents, seek opportunities to use the facility for increased community participation in architecture.

RESOURCES

Strengths	1. The School is bringing in more instructional funds than it is expending on the instructional program. Even though the School is the smallest unit in the University, it is one of only three other programs in the University that are generating more

	than they are spending (according to the RIICA Formula).
	1. Even with the budget limitations the School has succeeded to accomplish its mission through the innovation, creativity, and dedication of the school administration, faculty and staff.
Challenges	1. Increased enrollment will require increased resources for technology, instruction, travel, and student activities.
Plan of Action	1. University should start 2006-2007 Academic Budget process in the fourth quarter of 2005 to allow for greater input and planning from all programs' faculty and staff members.

RESEARCH

Strengths	1. The size of the school and the quality of the faculty present an excellent opportunity for innovative programs, research and service.
Challenges	1. The school should improve on conducting sufficient scholarly research and should consider establishing a position of Research Director to coordinate and promote research and publications. This position would also be responsible for monitoring changes in the professions and keeping the faculty apprised on the latest developments and teaching methods.
	2. The school faculty should be encouraged to serve on committees, and attend conferences that appear to be open to new ideas and collaborative relationships.
Plan of Action	1. Actively seek external support for new programs (i.e. design/build), research and community service.
	2. Challenge faculty to engage in scholarly work and look for opportunities to publish information.
	3. Seek opportunities with other Colleges and Departments at the University to collaborate or participate in research projects.

SERVICE

Strengths	1. Prairie View A&M University is the only Historically Black College and University (HBCU) with an accredited architecture program in Texas.
	2. The unique programs of the school can offer the collaborative/cross disciplinary approach to the educational experience of our students that will prepare them to serve as critical thinkers that build healthy economic, social, and political communities, not just buildings.
	3. The school can serve the entire university as a model for preparing professionals that will be community and even global leaders through problem solving and facilitating of relationships.
	4. The size of the school and the quality of the faculty present an excellent opportunity for innovative programs, research and service.
	5. CURES Center activities, with the link to classroom activities, provide a vehicle by which faculty, students and the community can enhance cultural awareness.
	6. The school has unique outreach opportunities that are complimentary and provide exposure for it and the University.

Challenges	1. The School of Architecture should increase its visibility on campus and in the community by publicizing the many service activities that they provide through CURES and studio projects.
Plan of Action	1. In addition to the architectural service to the communities, the students need to be involved in more service activities similar to the "Freshman Community Service Day" that was instituted by the University this summer. The goal was to involve as many incoming freshmen in campus and community service projects and build a commitment for future involvement. The School of Architecture had faculty and students serve on the organizing committee. 2. Encourage students to participate in the Campus Community Service Project that was developed and promoted by one of our own students, Bryan Waters. This program has the support of the University administration and funding has been secured that will allow for initiation in the Spring Semester 2006.

TECHNOLOGY

Strengths	1. The school participated in a federally funded laptop computer pilot program that started in the fall 2001. Under this program our incoming freshmen had the opportunity to receive a laptop computer for their use during their studies. The computers were the property of the school and checked out to the students each semester.
	 2. The positive results of this pilot program are as follows:
	    a. The test program clearly showed the advantages and the necessity of mobile computing in an educational setting.
	    b. The convenience and availability of the laptop computers provided more exposure to computing resources, allowing the students to spend more time on their tasks. This not only increased the quality of their work, but it also helped students complete their assignments in a more timely manner.
	    c. Overall, the students' computer skills showed a marked improvement from the beginning of the first semester to the end of the program in the Spring Semester 2005. Activities that were initially problematic to some students became easier with the repetition fostered by the design of the assignments. Basic computing skills, such as the navigation of the Windows environment and the Architecture local area network, also improved.
	    d. Instructors had far more flexibility in their modes of instruction. The use of the laptop with the wireless network allowed instructors to use online resources to enhance their courses.
	 3. The school maintains a computer intensive environment that replicates the experiences the students will encounter when performing their internships and upon employment

	following graduation.
Challenges	1. The school's computer driven instructional program must be improved through increased equipment installations at the new building and potentially increased staffing to properly instruct the students so they can learn with the state of the art technology. [Note: Funding was approved in mid-August 2005 to purchase 40 new computers for the student computer laboratory, as well as upgrades for those faculty members who are responsible for teaching computer based instruction such as CADD.]
	2. The financial administration did not support the pilot program beyond the duration of the Title III Grant funds. Budgetary constraints, personnel limitations and the initial risks associated with such a program were the reasons cited for their unwillingness to "get into the laptop business."
	3. As a result of the past administration's trepidations, the laptop pilot program did not achieve the final step of institutionalizing the program campus-wide.
Plan of Action	1. The School has determined that introductory instruction for computers should not occur until at least such time as the incoming student is in their 2nd semester of their first year. This policy is meant to address teaching the student to "think and design" before trying to master this new tool. Additionally, given the financial situation for many of the students delaying the large cash outlay for a computer to support visual and/or CADD software was intended to lessen the burden upon entering the program.
	2. The School of Architecture is presently researching various options that can be used to institute a self-sufficient laptop program on a departmental level that could then be use as a model for the University. The program is near implementation.

ADMINISTRATION

Strengths	1. The school is lead by a dedicated and talented Dean.
	2. A new Interim Coordinator was appointed while the search for a permanent Coordinator is completed. He is helping in strengthening the overall oversight and administration of faculty and students in the Architecture Program.
	3. The roles and duties of the Dean and the Coordinator are clearly defined.
	4. There is a very positive relationship within and between the administration, faculty, staff, and the students.
Challenges	1. The school is understaffed at the administrative level. There is need for administrative and logistical support to allow the Dean to focus on raising funds, creating opportunities and attending academic functions that will obtain recognition for the School of Architecture.
	2. The School needs to submit its application for status as a "College" to enhance its status and to provide for potential funding of additional administration positions (i.e., Department Heads, Assistant Dean and support staff for each Department

	Head).
	3. With the anticipated growth in enrollment the Coordinators (Architecture, Construction Science and Community Development) need to become Department Heads to take on a greater role in managing their sections and addressing issues with faculty, students, etc.
Plan of Action	1. Include additional staffing requests in the 2006-2007 budget requests.
	2. Complete application for College status to be the same as the other colleges in the University (it is in process).
	3. Work to change the Coordinator title to Department Head title upon receiving College status.

TEACHING AND CURRICULUM

Strengths	1. Prairie View A&M University is the only Historic Black College University (HBCU) with an accredited architecture program in Texas.
	2. The size of the School of Architecture is a "value added" dimension to the educational process allowing strong relationships and interaction between the faculty and students on a one-to-one level.
	3. The Bachelor of Science in Architecture degree is well established and provides a direct track into the school's accredited Master or Architecture degree program.
	4. The program has the flexibility to adjust instruction to meet the changing needs and demands of society.
	5. The internship program developed in the 2004-2005 academic year provides access to the professional practice of architecture for the student-body. [Note: See Section 2 for details on this program in response to Item 12.34 Professional Internship from prior report.]
	6. The mix of disciplines in the school [Architecture, Construction Science and Community Development] combined with the Community Urban Rural Enhancement Center [CURES] and the Texas Institute for the Preservation of History and Culture [TIPHC] creates a unique combination that is important to the mission of the University and the state of Texas.
Challenges	1. Faculty teaching loads of at least three courses per semester are at a maximum. This places their ability to participate in service, research and continuing education opportunities at a disadvantage.
	2. "Required reduction" of credit hours per degree directed by State Legislature versus NAAB accreditation requirements.
Plan of Action	1. Interview architects and managing principles of major architectural firms to learn about suggested improvements or changes that should be incorporated into our curriculum so that our students are highly qualified for the work force. Capitalize on our size and ability to adjust to meet the demands of the workforce.
	2. Build upon student new intern-mentor program begun in the

	2004-2005 Academic Year.
	3. Set a clear path for integration of a capstone course involving Architecture and Construction Science students. Look at expanding to include Community Development students.
	4. Address the teaching loads of all faculty members so that they are able to teach and to participate in other activities that benefit our students.
	5. Address credit hours after NAAB review and forward findings to Provost for inclusion in the University's response.

LEADERSHIP

Strengths	1. The school is lead by a strong and dedicated leader in Dean Sabouni.
	2. The faculty and staff are "doers" in their areas of expertise and generally serve as excellent role models for the students.
	3. There is strong cooperation among the Program Coordinators, Directors and the Dean.
Challenges	1. The Architecture Program is under the direction of an Interim Coordinator. The search is in process for a permanent head.
	2. Leadership and professional development are areas that the faculty can impact our students because of their significant amount of contact hours with the students and because of their extensive practical experience in corporate situations.
	3. The school can serve the entire university as a model for preparing professionals that will be community and even global leaders through problem solving and facilitating of relationships.
	4. The School must continue to create and encourage a mission/purposeful environment so that the students create a vision and goal for becoming the generation that can rebuild America's communities. Our mission should focus on a specific and reachable goal, i.e. "Rebuild American Cities."
Plan of Action	1. Continue to foster the strong faculty and staff cooperation and achievements through group gatherings (professional and social).
	2. Upgrade School to College status and Coordinator to Department Head by Fall 2006.

ACCESS

Strengths	1. The school's administration and the faculty are committed to providing direct access to the students.
	2. The faculty spends an extensive amount of contact hours with the students. Design studios meet four days a week versus the traditional three days a week in other architectural programs.
	3. Location on the edge of the greater Houston metropolitan area offers students an opportunity for study and hands-on activities in both urban and rural settings.
	4. The faculty has a great deal of contact with students both in the classroom as well as through other opportunities within the school and on campus (i.e., Arch in the Park, School Banquet, Student Competitions, Field Trips, Job Fairs, etc.).

	This strengthens the opportunity to impact their professional development to be creative and critical thinkers. 5. Community college transfer program will encourage growth and overall improvement of the student body.
Challenges	1. Due to its geographic location the school can create professional networking models that improve our students' opportunities for obtaining jobs and get their careers on track with prospective employers in architecture, construction, and development firms. This can be combined with internships, scholarships and continuing education programs. 2. The unique programs of the school can offer the collaborative/cross disciplinary approach to the educational experience of our students that will prepare them to serve as critical thinkers that build healthy economic, social, and political communities, not just buildings. 3. The increased enrollment may impact the ability to offer access to the administration without some form of direction.
Plan of Action	1. Promote the ease of access for students that come out of Houston or commute from that general area. 2. Maintain the welcoming nature of the administration while developing a system of appointments to more effectively use the time of the Dean and the Coordinator.

ACCOUNTABILITY

Strengths	1. Due to its historic background of in the education of minorities, the School of Architecture has a unique position in supplying architecture graduates for the state. 2. The size of the school creates a strong bond amongst the faculty and the students to produce graduates who are ready to take a productive role in the profession of architecture. This is enhanced through the required internship and our recent intern-mentor programs and employment hires of our graduates.
Challenges	1. With the new assessment guidelines for measuring the graduate of the university, the school needs to ensure that it stays fully informed and uses the guidelines to enact any needed change in curriculum.
Plan of Action	1. The Interim Coordinator was appointed by the Dean to the Provost's University Assessment Committee in preparation for re-accreditation of the university in 2010. His participation and education should be shared on a regular basis with the school's administration, faculty, and staff.

ACADEMIC FREEDOM

Strengths	1. The school enjoys a healthy climate of academic freedom. Faculty and students are encouraged by the administration to express themselves in meetings and classroom instruction. 2. The school's administration supports each program (architecture, construction science and community development) to explore new means of educational experiences.
Challenges	1. As the school continues to grow in size, and with the physical

	separation on three floors of the new building, the challenge will be to maintain the atmosphere of "idea exchange."
Plan of Action	1. Continue the frequent administration, faculty and staff meetings of all the programs to share ideas, opportunities, and plans for development. 2. Continue the healthy open and democratic dialogue to plan new ideas and to chart the necessary change to continue moving the school forward.

STUDENT ORGANIZATIONS

Strengths	1. The School has the typical student organizations associated with an architecture program.
	    a. American Institute of Architects Student Chapter
	    b. Tau Sigma Delta Honor Society for Arts and Allied Sciences.
	    c. National Organization of Minority Architects.
	    d. Women in Design.
	    e. Construction Specification Institute Student Chapter.
	2. The School has a dedicated group of students who participate on a regular basis in the student organizations.
	3. Officers of the AIAs, NOMA, and CSI and their advisors participate in local, regional and national meetings and activities.
	4. Students from the School of Architecture also participate in many other student run organizations on campus. There are a significant number of our students who are "student-athletes" and represent the university on athletic teams in football, basketball, baseball, golf and tennis. Often they serve in leadership roles with these groups.
	5. The Construction Science program has initiated a student chapter in the Fall Semester that is intent on creating a relationship with the architecture student organizations for joint participation in local activities and association with other related groups on campus.

Challenges	1. Due to the discipline required to be an architectural major, the percentage of students participating in the student chapters on a regular basis is not as high as the School would like to have. 2. The lack of financial support has impacted the ability of the student organizations to participate more often in off-campus activities.
Plan of Action	1. During the first week of each new semester encourage students to join and participate in the student organizations. 2. Include funding requests in all upcoming annual budgetary submissions. 3. Do fundraising to help students pay their organization national dues. 4. Secure and offer more scholarships.

DIVERSITY

Strengths	1. The University and the School are seeing increased enrollments of students from all ethnic groups. In 2001, the school had one Hispanic Student and zero Hispanic faculty and staff. As of

	now, we have 23 Hispanic Students, 6 Asians Students, 3 Hispanic faculty members, and an Hispanic female Assistant to the Dean. 2. The new additions to the faculty are providing a greater range of role models for the students with increased female and minority instructors.
Challenges	1. In order to meet diversity goals "Closing the Gap", there is increased emphasis and aggressive recruitment of the traditional student pool that supplies Prairie View A&M by other public institutions within Texas. 2. The increased admissions standards set by the university may impact the number of incoming class enrollments in the future.

Plan of Action	1. The school has identified demographic areas where the School of Architecture is targeting to recruit first-generation freshmen. These areas are:
	    Houston Area
	    Dallas/Ft. Worth Area
	    Rio Grande Valley Area
	    Coastal Bend Area
	    Gulf Coast Area
	    El Paso Area
	    San Antonio Area
	    Austin/Waco Area
	    Southeast Texas
	  Various forms of media are to be employed to attract first – generation college freshmen such as brochures, videos, view books, website and magazine advertising,
	2. The current population and ethnic mix of ages 6 through 18 in our service area are as follows:
	  • South Texas is the fastest growing area of the state. The educational attainment of this region is very low.
	  • The El Paso Area is 14% white, 3 percent black and 81% Hispanic. Educational attainment is also very low.
	  • The Gulf Coast region is 41% white, 17% black and 36% Hispanic.
	3. The School of Architecture visited a total of 43 High Schools and 8 Community Colleges in the following areas for the Fall 2001 through Summer 2002. During the period of Fall 2002 - Summer 2003 the School of Architecture has visited a total of 32 High Schools, 3 Middle Schools and 11 Community Colleges. In the Fall 2004 - Summer 2005 time period the school visited a total of 93 high schools, 3 middle schools and 8 community colleges.
	4. Recruitment Strategies that will be implemented annually dependent upon budget support:
	    a. Article/Column for school newspaper and community
	    b. Brochure dissemination
	    c. Campus Tours and Open House at the new building
	    d. Community meetings

	e. Contact students with high SAT Scores f. Counselor Orientations g. Panther-land on the Hill Day Recruitment h. Flyer dissemination in the community i. Follow-up calls to prospective students j. High School Visitation Day k. Information Booth at College and High School Fairs l. Junior High School visits m. Letter to Seniors n. Mass mailings (Schedules, enrollment, brochures, financial aid, etc.) o. Media announcement p. Peer Role Model q. Personal letter mailings r. Photo Display s. Placement of recruitment posters in the Schools t. Recruitment u. Recruitment team presentations by the school's staff and faculty visit schools v. Short summer program for Career Exploration

PROFESSION

Strengths	1. The program has the flexibility to adjust instruction. 2. The faculty has a great deal of contact with students both in the classroom as well as through other opportunities within the school and on campus. This strengthens the opportunity to impact their professional development to be creative and critical thinkers. 3. Leadership and professional development are areas that the faculty can impact our students because of their significant amount of contact hours with the students and because of their extensive practical experience in "real-world" situations. 4. The state of Texas falls well below the national averages for females and minorities who are licensed architects. Due to the mission and charter of this university we have an opportunity to be a major factor in producing more licensed registered architects who are females and/or African American, Asian Pacific, and Latino registered architects in this state. Due to its geographic location the school can create professional networking models that improve our students' opportunities for obtaining jobs and get their careers on track with prospective employers (architecture/construction/development firms). This can be combined with internships, scholarships and continuing education programs.
Challenges	1. The ideals of professionalism and leadership must be stressed to all students continually to assist and inspire them in their academic studies and preparing for their professional careers. 2. In order to meet new assessment guidelines the school must provide greater assistance to the students in obtaining internships and employment after graduation. The school should focus on networking them into career opportunities

	with professional connections, as well as job fairs and other architectural programs.
Plan of Action	1. Emphasize contemporary practice. For example, two mentored architects from Ford, Powell and Carson, are David Lake and Ted Flato. Lake/Flato also won the prestigious national AIA award "Firm of the Year"). Being familiar and understanding their history would be most beneficial to all architecture students. 2. Focus on bringing various successful firms to help teach a design studio. This "Firm Studio" concept will give the students a taste of what is to come in the near future. Also the fresh input from contemporary practitioners will stimulate the minds of the young designers and encourage them to want to do well in this profession. 3. The association of practicing architects with education will encourage students to also focus on registration. For example, the Special Topics course taught by Ms. Horhn, a newly licensed architect, focus on the architectural internship and licensure processes within the context of a real world work environment. This will assist interns in preparing for the ARE which in turn will increase the percentages of licensing for women and African-Americans.

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[1] External Review Report for visit conducted March 20-22, 2005. Chair: Rodner B. Wright, AIA, Florida A&M University; Members: Korydon Smith, University of Arkansas, Dr. James Smith, Texas A&M University, and Michael Rotundi, ROTO Architects and Southern California Institute of Architecture.

[2] Held on July 8-9, 2005.

projects, lectures, discussions, computer usage, and field trips. Approximately twenty students from Texas and across the United States have participated in the program each summer. In addition, the school now hosts the Architecture Concept Institute (ACI), which offers incoming freshmen the opportunity to take their initial design classes in an intense design-based environment in the summer following their high school graduation.

Many students in the school participate in community service projects either through accredited courses or on a volunteer basis. This includes working with local elementary schools, community groups, and other non-profit clients in the local and metropolitan Houston area. The studio courses involved with community service provide valuable hands-on experience as well as contributing much needed experience to the organizations served.

Social issues are frequently discussed in both lecture classes and design studios. The location of the university with close proximity to Houston, Austin, San Antonio, and the Dallas/Fort Worth metroplex has offered the design studios the opportunity to use these cities as labs and projects that test the theoretical concepts within the context of real world problems. Students are provided with opportunities to work with a variety of social and economic situations often dealing with real problems and actual clients to participate and provide critiques of the students' work.

3.2 Program Self-Assessment Procedures

3.2.1 A Description of the School's Self-Assessment Process

Self assessment in the School is an ongoing process that ranges from informal discussions between the many stakeholders of the community to formal faculty and external reviews of the status of the program. Each year the School of Architecture conducts an update of the strategic plan. This was most recently completed in the Fall of 2004. In addition, under the direction of the provost, the School of Architecture had an external review team visit in March, 2005. A copy of this report is included as Appendix to his submission. With the support of the dean, the faculty regularly engages in the process of assessment, discussion, and decision so the program regularly challenges itself to make revisions and improvements.

The school has various undergraduate committees made up of the appointed coordinators of the academic programs which carry on discussions concerning teaching strategies and course content. Meetings are held regularly to monitor and discuss these issues and to make appropriate modifications and adjustments. These discussions also allow for a review of curriculum structure and integration of content across the various teaching units including Construction Science and Community development.

The components of the self assessment are as follows:

1. Meetings: Regular meetings of the entire faculty and weekly design studio faculty meetings offer a continuing forum for discussion.
2. Community: Regular informal contacts between all members of the school community are encouraged by the school administration.
3. Visitors (external and internal) for Juries: Due to our proximity to Houston market, local architects regularly participate and serve on student juries at each level in the design studio process. A major benefit to our new facility had been the active participation by the architect Michael Rotundi, FAIA in conducting evaluations of student design projects. In addition, Richard Ferrier, FAIA serves as a consulting design professor who is on campus one day each week during the course of the semester. Both bring extensive teaching and practical experience to the classroom.

4. Student course evaluation forms: Course evaluations are required for each class in each semester taught in the School of Architecture. These evaluations are done by the students on a regular form called the Student Opinion Survey. The results of these surveys are abstracted by the University Institutional Research Office and reported to the Dean for dissimination back to the faculty.

5. Faculty evaluation: During the course of each semester the program coordinator conducts unannounced evaluations of the faculty in the context of them while conducting their classes. Feedback and discussion are provided to the faculty member in follow-up sessions with the coordinator.

6. Survey of recent graduates: The School of Architecture has been surveying graduates in their final weeks prior to the graduation ceremony to determine their evaluation of their education from Prairie View A&M University. Results of these surveys are provided on the next page.

7. Survey of Alumni: Recently the School of Architecture has begun soliciting evaluatory comments from its alumni through telephone surveys and questionnaires. This action was taken as a means to stay in touch with alumni, receive news about their professional activities, and solicit support for the school.

8. Feedback from internship employers: The coordinator and the professor responsible for 4th and 5th year design studios conduct regular discussion with and visit the offices of architectural firms participating in our mentorship program as well as those that hire our students for internships.

9. Strategic Planning: School and university strategic planning and university accreditation process is another form of assessment.

10. Architectural programs in the state of Texas: annually and lately twice a year, the dean of all eight accredited programs in the state meet to discuss curriculum, exchange ideas, compare practices and program content. The purpose is to learn from the successes and failures of our peers within the state of Texas. In addition the school conducts regular conversations and participates in meetings with faculty at the University of Texas at Arlington, University of Houston, and Texas A&M University.

11. Faculty and Staff retreats: In the summer of each year, the school conducts an annual retreat involving all faculty and staff members. The purpose is to discuss all aspects of the program and make plans for the coming academic year. Recent retreats have included a visit to U of H following their accreditation in 2002 and a visit to Austin, TX in 2005.

12. Design Faculty walk-through: At the end of each semester, the faculty tours all of the design studios to evaluate the students' work and offer suggestions for improvement to the assigned faculty member.

3.2.2 Description of the Faculty, Students', and Graduates' Assessment of Degree Program

Faculty, student', and graduates' assessments of the accredited degree program's curriculum and learning context as outlined in the *NAAB Perspectives* have been evaluated over the past several years.

3.2.2.1 Graduating Students Exit Survey

As noted above, graduating students are asked to rate their preparation to meet the NAAB Criteria. Their evaluation is based upon a scale of 1 to 5, with 5 being the best. The results of the surveys are shown in Table 3.1 below.

How well do you feel you are prepared to meet the criterion listed below. Please circle the appropriate number.	Excellent 5	Very Good 4	Good 3	Not So Good 2	Poor 1
1. Verbal and Writing Skills: Ability to speak and write effectively on subject matter contained in the professional curriculum	5	4	3	2	1
2. Graphic Skills: Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process	5	4	3	2	1
3. Research Skills: Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process	5	4	3	2	1
4. Critical Thinking Skills: Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space	5	4	3	2	1
5. Fundamental Design Skills: Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components	5	4	3	2	1
6. Collaborative Skills: Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings	5	4	3	2	1
7. Human Behavior: Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment	5	4	3	2	1
8. Human Diversity: Awareness of the diversity needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects	5	4	3	2	1
9. Use of Precedents: Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects	5	4	3	2	1
10. Western Traditions: Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them	5	4	3	2	1

11. Non-Western Traditions: Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world	5	4	3	2	1
12. National and Regional Traditions: Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design including vernacular traditions	5	4	3	2	1
13. Environmental Conservation: Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design	5	4	3	2	1
14. Accessibility: Ability to design both site and building to accommodate individuals with varying physical abilities	5	4	3	2	1
15. Site Conditions: Ability to respond to natural and built site characteristics in the development of a program and design of a project	5	4	3	2	1
16. Formal Ordering Systems: Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design	5	4	3	2	1
17. Structural Systems: Understanding of the principles of structural behavior in withstanding gravity and lateral forces, and the evolution, range, and appropriate applications of contemporary structural systems	5	4	3	2	1
18. Environmental Systems: Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems and energy use	5	4	3	2	1
19. Life-Safety Systems: Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems	5	4	3	2	1
20. Building Envelope Systems: Understanding of the basic principles that inform the design of building envelope systems	5	4	3	2	1
21. Building Service Systems: Understanding the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems	5	4	3	2	1

22. Building Systems Integration: Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design	5	4	3	2	1
23. Legal Responsibilities: Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights; zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architectural practice	5	4	3	2	1
24. Building Code Compliance: Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, occupancy requirements, occupancy requirements, means of egress, fire protection and structure	5	4	3	2	1
25. Building Materials and Assemblies: Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies	5	4	3	2	1
26. Building Economics and Cost Control: Awareness of the fundamentals of development financing, building economics, and construction cost control within the framework of a design project	5	4	3	2	1
27. Detailed Design Development: Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs	5	4	3	2	1
28. Technical Documentation: Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction	5	4	3	2	1
29. Comprehensive Design: Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria	5	4	3	2	1

30. Program Preparation: Ability to assemble a comprehensive program for an architecture project, including the assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria	5	4	3	2	1
31. The Legal Context of Architectural Practice – Awareness of the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities	5	4	3	2	1
32. Practice Organization and Management: Awareness of the basic principles of office organization, business planning, marketing negotiation, financial management, and leadership, as they apply to the practice of architecture	5	4	3	2	1
33. Contracts and Documentation: Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service	5	4	3	2	1
34. Professional Internship: Understanding of the role of internship in professional development, and the reciprocal rights and responsibilities of interns and employers	5	4	3	2	1
35. Architects' Leadership Roles: Awareness of architects' leadership roles from project inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management	5	4	3	2	1
36. The Context of Architecture: Understanding of the shifts which occur – and have occurred – in the social, political, technological, ecological, and economic factors that shape the practice of architecture	5	4	3	2	1
37. Ethics and Professional Judgment: Awareness of the ethical issues involved in the formation of professional judgments in architecture and design practice	5	4	3	2	1

Please answer the following general questions.					
How would you characterize your class attendance? Each semester I missed	3 or less classes	3 to 5 classes	5 to 10 classes	More than 10 classes	
How important do you believe class attendance to be?	Extremely 5	Very 4	Some-what 3	Not Very 2	Un-important 1
How would you rate the teaching ability of the faculty as a whole?	Excellent 5	Very Good 4	Good 3	Not So Good 2	Poor 1
How would you rate the commitment of the faculty to success of students of the School of Architecture?	Excellent 5	Very Good 4	Good 3	Not So Good 2	Poor 1
Complete the following - If I could change one thing at the Prairie View School of Architecture, I would:					
Immediately after graduation, do you intend to be employed in an architecture firm, a construction related business, go to graduate school or other (please write in)					
In five years, do you intend to be employed in an architecture firm, a construction related business, other (please write in)					
During your studies of architecture at Prairie View, what would you consider your best experience?					
What would you consider your worst experience?					
	Name:				
Please return to Dr. Bockhorn at the School of Architecture. Thank you and congratulations on earning your degree!	Address:				

Table 3.1 Survey Results of Recent Graduates

Year Graduating	2001	2002	2003	2004	2005	Average
1. Verbal and Writing Skills	3.9	3.7	3.7	3.7	3.2	3.6
2. Graphic Skills	3.9	3.9	3.8	3.8	3.2	3.7
3. Research Skills	3.9	4.1	4.0	3.8	3.3	3.8
4. Critical Thinking Skills	3.8	4.2	4.1	3.7	3.8	3.9
5. Fundamental Design Skills	4.1	4.1	4.1	3.9	3.5	3.9
6. Collaborative Skills	4.2	4.2	4.1	3.9	3.7	4.0
7. Human Behavior	3.9	3.7	3.6	3.8	3.5	3.7
8. Human Diversity	4.2	3.9	4.0	4.1	3.7	4.0
9. Use of Precedents	3.8	3.8	3.8	3.7	3.5	3.7
10. Western Traditions	3.4	3.4	3.4	3.4	3.3	3.4
11. Non-Western Traditions	3.4	3.0	3.1	3.0	3.0	3.1
12. National and Regional Traditions	3.4	3.1	3.1	3.1	3.0	3.2
13. Environmental Conservation	3.4	2.8	3.0	3.4	3.5	3.2
14. Accessibility	4.3	3.9	3.6	3.7	3.7	3.8
15. Site Conditions	4.5	4.1	4.2	3.8	3.5	4.0
16. Formal Ordering Systems	4.1	3.6	3.8	3.6	3.5	3.7
17. Structural Systems	4.1	2.6	3.5	3.8	3.3	3.5
18. Environmental Systems	3.5	3.1	3.2	3.3	3.0	3.2
19. Life-Safety Systems	3.6	2.9	2.9	3.2	3.3	3.2
20. Building Envelope Systems	3.9	3.1	3.4	3.9	3.8	3.6
21. Building Service Systems	3.5	2.7	2.7	2.9	2.8	2.9
22. Building Systems Integration	3.6	2.7	2.9	3.0	3.3	3.1
23. Legal Responsibilities	3.6	3.0	3.0	3.2	3.3	3.2
24. Building Code Compliance	3.2	3.0	3.2	3.2	3.2	3.2
25. Building Materials and Assemblies	3.5	3.2	3.4	3.1	3.3	3.3
26. Building Economics and Cost Control	3.3	2.2	2.5	2.9	3.2	2.8
27. Detailed Design Development	3.6	3.5	3.7	3.3	3.2	3.5
28. Technical Documentation	3.6	3.1	3.0	3.1	3.0	3.2
29. Comprehensive Design	4.1	3.9	4.1	3.6	3.2	3.8
30. Program Preparation	3.7	3.4	3.5	3.3	3.2	3.4
31. The Legal Context of Architectural Practice	2.9	2.9	2.7	2.9	2.5	2.8
32. Practice Organization and Management	3.2	2.9	2.8	2.9	3.0	3.0
33. Contracts and Documentation	3.4	3.5	3.5	3.3	2.8	3.3
34. Professional Internship	4.0	4.1	4.0	3.7	2.8	3.7
35. Architects' Leadership Roles	3.7	3.6	3.5	3.3	2.8	3.4
36. The Context of Architecture	3.6	3.4	3.3	3.4	3.2	3.4
37. Ethics and Professional Judgment	3.7	3.8	3.7	3.5	3.2	3.6

NOTES TO TABLE 3.1:
1. The table ranking is based on a scale of 1 to 5, with 5 being the best.
2. Years 2001-03 only students receiving the professional degree were surveyed.
3. 2004-05 include a mix of professional degree graduates and pre-professional (BS) degree recipients.

3.2.2 Description of the Institutional Requirements for Self-Assessment

The University and the Texas A&M System require formal self-assessment activities on a regular basis. A major self assessment was conducted using a new format in 2002 with a change in leadership at the system level. This self-assessment was updated in 2004 with the completion of an updated strategic plan conducted by the University of the School of Architecture. In the spring of 2005, the Provost and Vice President of Academic Affairs brought an external review team to review the school and their findings were published in June 2005.

In addition, the School of Architecture participated in the Southern Association of Colleges and Schools (SACS) accreditation in the year 2000. The School will participate in the next evaluation scheduled for 2010. The coordinator for the architecture program is serving on the university wide assessment committee that is working with the new guidelines for the accreditation process.

3.3 Public Information

The following information was taken from the 2004-2005 University catalog. The NAAB will be supplied with the new catalog (2005-2007 Edition) when it becomes available. The statement on Accreditation has been changed in new catalog to reflect new wording.

2004-2005 Catalog

School of Architecture
ADMINISTRATIVE OFFICER
Ikhlas Sabouni, *Dean, Architecture*
ADMINISTRATIVE STAFF
Marshall Brown, *Associate Dean*
Matthew Carroll, *Coordinator, Construction Science*
Rick Baldwin, *Coordinator, Community Development*
Barry Norwood, *Coordinator, Professional Program-Architecture*
Clarence Talley, *Coordinator, Art*
Peter Wood, *Coordinator, Pre-professional Program-Architecture*
FACULTY
Caryl Abrahams, *Community Development*
Dan Bankhead, *Architecture*
Christopher Barboza, *Architecture*
Bruce Bockhorn, *Architecture*
Jeffrey Bolander, *Architecture*
Harold S. Dorsey, *Art*
Richard Ferrier, *Architecture*
James Griffin, *Community Development*
Daniel Hernandez, *Community Development*
Lauren Kelley, *Art*
Brad McCorkle, *Architecture*
Ben McMillan, *Architecture*
Michael Rotondi, *Architecture*
Yunsik Song, *Architecture*
Major Stewart, *CAD*
David Vargo, *Architecture*
Stanley Wyre, *Architecture*