

UNIT REPORT

**College of Design,
Construction, and Planning -
02.Reviewer's Report – IE**

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College of Design, Construction, and Planning

DCP Mission

Mission Statement:

The Mission of the College of Design, Construction and Planning is to improve the quality of the built and natural environments through offering exceptional educational and professional programs and research/scholarships initiatives that address the planning, design, construction, and preservation of the built and natural environments.

Start: 07/01/2022

End: 06/30/2023

Progress:

Unit/College: College of Design, Construction, and Planning

Responsible Roles: Sarah Ferrell (sarah.ferrell@ufl.edu), Cameron Jacques (cjacques1@ufl.edu)

Goal 1 Research

Goal:

Engage faculty, staff and students in nationally recognized and appropriately funded research/training and outreach Centers consistent with the College mission and reflecting the expertise of its faculty.

Action Items:

1. Implement Florida Institute for Built Environment Resilience (FIBER) to encourage a campus-wide research cluster.
2. Secure and sustain a source of funding for faculty to seed new research initiatives and to complete ongoing projects.
3. Develop a robust funded research portfolio for the College using incentives and policies to encourage faculty participation.

Measures of Action Items:

Measures for Action 1:

- 1a. Highly qualified new faculty hires for FIBER (four)
- 1b. Appropriate starting packages for the new FIBER hires to boost their research initiatives

Measure for Action 2:

- 2a. Number of seed grants to help faculty develop exploratory research in preparation for grant applications.
- 2b. Amount of funding for faculty travel to national funding agencies.

Measures for Action 3:

- 3a. Amount of annual funded research awards
- 3b. Number of graduate students (with tuition waiver) supported by funded research projects
- 3c. Number and volume of research grant proposals submitted

Time Period of Action Items:

July 1, 2022 - June 30, 2023

Resources of Action Items:

Resources for Action 1:

- 1a. Dean, Chair of the search committee
- 1b. Provost, the Vice President for Research, the Dean

Resources for Action 2:

2a. Dean's starting package,

2b. DCP share of Research Indirect Cost

Resources for Action 3:

3a. DCP Research Centers, DCP faculty

3b. DCP Research Centers, DCP faculty

3c. DCP Research Centers, DCP faculty

Results and Evaluation:

Results and Evaluation reviewed by:

Chimay Anumba, Dean

Nancy M. Clark, Associate Dean for Undergraduate Education + Facilities

Margaret Portillo, Associate Dean for Research + Strategic Initiatives

Action item 1): Implement Florida Institute for Built Environment Resilience (FIBER) to encourage a campus-wide research cluster

Measures of Action Item 1

1a. Recruit four highly qualified new faculty for FIBER During the previous reporting period, we exceeded the stated goal by leveraging additional resources to recruit seven highly qualified new faculty to launch FIBER in 2018. FIBER now has seven core faculty, post-doctoral associates, affiliated scholars, and a growing cadre of engaged graduate and undergraduate students. As of 2023, the faculty core expanded to include an assistant scientist and two assistant scholars, one of whom is now serving as assistant director of the Institute. During the past year, FIBER welcomed a Fulbright Visiting Scholar exploring resiliency concerning landscape heritage, global challenges, and sustainable development. The Institute continues to have the support of a research administrator. FIBER's advisory board continues facilitating the Institute's growth and community engagement.

Under the leadership of FIBER Director Jeffrey Carney, the Institute's following initiatives are now underway: GatorCorps, Florida Resilient Cities, Urban Agility Lab, Disasters, Trust & Social Change Lab, Adaptive Built Environment Lab, Integrative Prevention through Design Lab, and GulfSouth Studio. For example, in FY2023 (7/1/2022-6/30/2023), FIBER team members submitted 16 grant proposals (4 awarded, 1 pending, 3 under sponsor review, and 8 not funded) with an overall yield of \$779,397. The results show a general uptick in research activities relating to research funding, publication, scholarly presentations, and community-based research and engagement (e.g., GatorCorps, Deconstructed Podcast, Lecture series, etc.).

Further, FIBER is establishing a presence in the State of Florida within communities such as Port St. Joe and Jacksonville, where the impact of watershed strategies to support the housing and well-being of particularly vulnerable populations is an area of focus and outreach.

During the past year, FIBER also welcomed Jiayang Li, Ph.D., as a new tenure track faculty member assigned to FIBER with an academic home in the Department of Landscape Architecture. Recently completing her doctorate from the University of Michigan, Dr. Li examines public perception and the everyday experience of novel design interactions on climate resilience. Last year also marked the departure of Dr. Timothy Murtha, an active FIBER faculty member for eight years, who held a joint appointment as a professor of landscape architecture and Latin American studies. The competitive advantage of FIBER continues to stem from its faculty and advocates bringing valuable expertise and experience to the study of resiliency from unique disciplinary perspectives of the built and natural environment. These faculty work closely with each other, creating an increasingly widening network of resiliency researchers and engaged students across the College, University, State of Florida, and beyond.

The FIBER network of research collaborators and scholars continues to increase awareness of the Institute's work among academic and community stakeholders. Its research networks are being established in Florida and the world. During the reporting period, FIBER continued to offer a lecture series and hosted ongoing lectures and events for interested and engaged faculty and students. FIBER faculty have been awarded seven grants worth \$779,397.00 from various funders, including NSF, the National Academies of Science, Engineering & Medicine, and the Angelo Donghia Foundation.

1b. Seek appropriate starting packages and space for the new FIBER hires to boost their research initiatives. This action item was completed in AY2022 with the hiring of Dr. Li. Located within the Ayers building, 720 SW 2 Avenue, the FIBER faculty, scholars, students, and affiliates appear satisfied with the facility's location and space.

Action item 2): Secure and sustain a funding source for DCP faculty to seed new research initiatives and complete ongoing projects.

Measures of action item 2

2a. Number of seed grants to help faculty develop exploratory research in preparation for grant applications. This action item was completed in AY2022 with the competitive startup packages upon the hire of Dr. Li.

2b. Amount of funding for faculty travel to national funding agencies or participate in grants workshops. During the reporting period, college funding earmarked for research travel was limited; however, support for research dissemination is expected to increase again, beginning in the year ahead.

Action item 3): Develop a robust funded research portfolio for the College using incentives and policies to encourage faculty participation.

Measures of action item 3

3a. Amount of annual funded research award

FY2023	FY2022	FY2021	FY2020	\$Change2022-23	%Change 2022-23
\$7,715,718	\$6,989,060	\$8,019,615	\$5,284,964	\$726,658	+10.40%

The sum of research awards shows a trajectory of gains with a dip over the last four years. This can be attributed partly to increased faculty productivity, influenced by the strategic investment in FIBER and increased faculty hiring from the UF AI and Faculty 500 initiatives. The faculty size in the college academic units, including the M.E. Rinker School of Construction Management, School of Landscape Architecture and Planning, School of Architecture, and Department of Interior Design has increased by over 25%.

Sponsored research explores a range of timely topics surrounding high-stakes issues. This primarily applied research informing creative solutions as seen in the following examples: Machine Learning for High-Performance Buildings (Rinker School/School of Architecture) Geospatial and Community-based Planning (GeoPlan/Department of Urban and Regional Planning) Human-Centered Technology in Construction (Rinker School) Construction Safety using Drones (Rinker School) Advanced Modular Housing (Rinker School/School of Architecture) Social Justice and Space Across Environments, including African American communities and underrepresented populations (SoA/HP/Shimberg Center for Housing Studies/FIBER) Florida-based Affordable Housing, Eviction and Foreclosure Tracking and Prevention, Disaster Resilient Florida project (Shimberg) Saving At-Risk Heritage Structures and Sites (Historic Preservation) Community Health Design (FIBER/Interior Design Department/URP/Shimberg) Resilient Landscapes informed by Indigenous Settlement sand Systems (FIBER/Landscape Architecture)

3b. Number of graduate students (with tuition waivers) supported by funded research.

The number of graduate students with tuition waivers supported by funded research projects has increased slightly in the past reporting period. The College’s external review of its doctoral program stated in no uncertain terms that securing additional graduate support should be a priority. By increasing the number of assistantships, DCP will be better able to recruit the most competitive students into our graduate programs while advancing the research enterprise.

Fiscal Year	College-supported Graduate Assistantships
7/1/2022-6/30/2023	33
7/1/2021-6/30/2022	31
7/1/2020-6/30/2021	27
7/1/2019-6/30/2020	22
7/1/2018-6/30/2019	24

7/1/2017-6/30/2018	28
7/1/2016-6/30/2017	10

3c. Number and volume of research grant proposals submitted

Total Research Grant Proposals Submitted

FY2023	FY2022	FY2021	FY2020	FY2019	%Change 2022-23
110	101	110	100	70	+8.91%

In summary, after seven years of almost unprecedented growth in funded research, our research productivity remains solid. Still, it must continue to push past the inevitable plateaus and dips in total awards. What is encouraging is the increasing participation in sponsored research activities and the exciting overall scholarship occurring across the disciplines in the DCP. Most assistant professors lead the way with grant submissions; research scholars and full professors contribute significantly to funded research.

The yield rate from larger College Centers, GeoPlan, and the Shimberg Center for Housing Studies is strong. Similarly, research funding is robust in the Department of Urban and Regional Planning, Rinker School of Construction Management. Growth in external funding is also apparent in some academic units that traditionally have fewer funding opportunities, such as the School of Architecture and the Departments of Interior Design and Landscape Architecture. Indeed, coupling the broader spread of research productivity with the outstanding new faculty (assistant professors and external administrative hires for directors and chairs with strong track records in sponsored research), the faculty members are well-positioned for ongoing contributions to DCP.

DCP has embarked on five-year strategic planning, and our research goals and aspirations will remain at the forefront of the college's priorities in our strategic plan, showing a recognition of the increased importance of research to advance the knowledge base across the allied design, construction, and planning fields.

Moving forward, we want our research agenda to align more closely with UF Research's increased focus on large-scale, cross-disciplinary, and high-impact research projects.

United toward this goal while still recognizing the relevance and contribution of creative activities and scholarship that does not rely on significant sources of external funding, we are committed and energized to continue pushing the DCP's research contributions to remain competitive relative to our top-tier peers. Our trajectory needs to fully realize the untapped potential of design, construction, and planning to align with and contribute to the research aspirations of the University of Florida. Summary and Plans for the Near Future Last year, the College of Design, Construction, and Planning exhibited a slight decrease in research expenditures. However, the spread of research contributions across the Schools and Departments in the College notably expanded. During the past year, DCP recruited several senior faculty members in leadership capacities who will continue their funded research at the University of Florida while elevating the research enterprise within their units.

Our college AI recruiting effort has brought exceptional assistant professors into our community. This cadre of assistant professors is creative, energetic, and research active. The cohort has secured NSF grants and competitive University funding (e.g., Research Opportunity Seed Fund). They are cultivating labs with collaborators and graduate students. One AI hire has developed a multi-year symposium series on generative AI that has engaged scholars and students globally in collaboration with several other faculty partners.

From the past year's reporting period, funding stemmed from Federal Sources such as NSF, state agencies such as the Florida Department of Transportation and the Florida Housing Finance Corporation, nonprofits, and industry partners. To better support grant activity, our RA staff increased by one new full-time position, and a college research manager (RA) was promoted in-house to strengthen staff development and team building. Under this new leadership, we continue to improve how faculty are supported on grant submissions. Notably, last year, the Associate Dean for Research worked closely with the new RA Manager to initiate the UF Division of Sponsored Program's pool of administrators and experts to help pilot a program for the College. This pilot program of eight training sessions held over the academic year led to the development of an online tool kit facilitating staff training and development of RAs collegewide.

The program increased awareness of policies and best practices but supported the development of new resources to help staff and faculty alike. In short, we made solid progress on last year's goal of continuing to work closely on communication, training, and processes to facilitate grant submissions and management. Regular meetings with DCP center and institute directors have also been held to identify funding opportunities and explore collaborative initiatives.

Further, senior faculty representing the core disciplines in DCP, the Chair of the Faculty Council, and the Associate Dean helped develop and run a pilot program to strengthen college-wide onboarding and support of tenure-track faculty. To lay the groundwork for cross-disciplinary collaboration, research, and creative activities, we have formalized a college-wide mentoring program for new assistant professors (representing architecture, construction management, interior design, and urban and regional planning) hit the ground running, formed collaborative research and team-teaching opportunities, and appeared to develop a strong connection with each other and heightened sense of belonging to a large community of scholars in DCP and at UF. Our college's

overall research performance is becoming increasingly competitive compared to leading peer programs, but growth potential remains in extramural funding. Collectively, we have the potential to develop, especially with the increased momentum introduced into the Florida Institute for Built Environment Resilience (FIBER), the new high-caliber faculty, and STEM re-designation of the college-wide Ph.D. program, which is proving to be critical in the recruiting of top tier doctoral students.

The overall DCP goal was to increase research productivity by generating enough quality proposals to double its research awards and expenditures within three to five years. There is also a need to increase graduate assistantships significantly. To make these goals a reality, the percentage of college faculty who participate in securing grants will need to increase appreciably. With strong and sustained faculty effort, the aim is to have at least 50 percent of tenure track and research faculty in schools, departments, centers, and programs engaged in advancing funded research and scholarship in the College.

Attached Files

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 4 Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Goal:

Growth in research and scholarship that enhances fundamental knowledge and improves the lives of the world's citizens.

Objective:

Four objectives are associated with this goal.

- Objective 1. Documented advances in productivity and recognition of UF research programs.
- Objective 2. Exceptional graduate and postdoctoral scholars who will contribute to influential research and scholarship.
- Objective 3. Increased extramural and intramural funding that enhance both basic and translational research.
- Objective 4. Processes and systems that facilitate excellence in research and scholarship.

Goal 2 Education

Goal:

provide DCP students access to full and rich humanitarian traditions of higher education, technical prowess, design speculations and innovations, multi-disciplinary professional alliances, international education experience, and focused research efforts that will frame the future of the built environment. This aligns with UF Presidential Goal 2: An outstanding and accessible education that prepares students for work, citizenship, and life.

Action Items:

1. Ensure the continual advancement of undergraduate teaching and learning.
2. Ensure the continual advancement of current graduate programs and complement them with the strategic introduction of new programs and research centers.
3. Provide DCP students the opportunity for an international and/or cross-cultural educational experience.
4. Provide online learning opportunities.

Measures of Action Items:

Measure of Action Item 1):

- a. Number of FTIC and transfer students and their average GPA and SAT/ACT scores
- b. Student diversity
- c. Retention and on-time graduation

Measure of Action Item 2):

- a. Number of admitted and matriculated students to DCP master's degree programs and their average GPA and GRE scores.
- b. Number of PhD applications, admission rate, matriculation rate, and average GRE score of matriculated students.
- c. Percentage of incoming master's students graduated from Research 1 Universities.

d. Percentage of PhD graduates hired by Research 1 Universities.

Measures for Action Item 3):

- a. Number of international programs offered by DCP
- b. Number of students who participate in international/cross cultural programs

Measures for Action Item 4):

- a. Enrollment and number of graduates from the online degree programs
- b. Number of online courses offered by DCP and their enrollment (excluding "a" above)

Time Period of Action Items:

July 1, 2022- June 30, 2023

Resources of Action Items:

Resources of Action Item 1):

- a. Number of FTIC and transfer students and their average GPA and SAT/ACT scores: DCP Assistant Director of Academic Advising, UF Registrar's Office
- b. Student diversity: DCP Assistant Director of Academic Advising, UF Registrar's Office
- c. Retention and on-time graduation: DCP Assistant Director of Academic Advising, UF Registrar's Office

Resources of Action Item 2):

- a. Graduate Coordinators of DCP units
- b. DCP Director of PhD program
- c. Doctoral Universities: Graduate Coordinators of DCP units
- d. Doctoral Universities DCP Director of PhD program

Resources for Action Item 3):

- a. DCP Director of Global Education
- b. DCP Director of Global Education

Resources for Action Item 4):

- a. DCP Assistant Director of Academic Advising, UF Registrar's Office
- b. DCP Assistant Director of Academic Advising, UF Registrar's Office

Results and Evaluation:

Reviewed by:

Chimay Anumba, Dean

Nancy Clark, Associate Dean

Margaret Portillo, Associate Dean

Measure of Action Item 1):

1a. Number of FTIC and transfer students and their average GPA and SAT/ACT scores

	FTIC				Transfer*	
	Number	Ave GPA	Ave SAT	Ave ACT	Number**	Ave GPA***
2017-2018	111	4.3	****	29	183	3.4
2018-2019	100	4.4	1350	30	180	3.5
2019-2020	128	4.4	1350	29	163	3.3
2020-2021	126	4.5	1370	30	193	3.5
2021-2022	147	4.5	1390	30	147	3.5
2022-2023	144	4.5	1370	30	153	3.6

*Transfer includes students from Gator Design and Construction program at Santa Fe and transfers from state and 4-year colleges. Change majors are not considered transfers as they usually begin as FTIC.

** Includes FES program.

***The GPA for transfers is their college GPA.

**** In 2016 the SAT shifted from a 2400 to a 1600-point scoring scale. We had some students with scores from the 2400-point scale and some from the 1600-point scale. It is difficult to find the average in 2017-2018.

The quality of DCP matriculated FTIC students in summer/fall 2022 has been good and close to the average of UF admitted class (GPA-4.5, SAT-1420, and ACT-32). The number of FTIC remained essentially the same, with a slight decrease of 3 compared to fall 2021 but the number of transfer students decreased by 20. The decrease in the transfer enrollment is mainly due to the FES online program. We should continue our efforts to increase matriculation rate of our admitted FTIC students to improve the DCP 4-year graduation rate. Typically, change majors cannot earn their degrees in 4 years and it takes transfer students more than 2 years at UF to complete their degree requirements. Increasing the number of DCP staff at UF recruiting events and improving the quality of DCP facilities should improve the DCP’s matriculation rate.

1b. Student diversity

STUDENT DIVERSITY								
	UF	DCP	UF	DCP	UF	DCP	UF	DCP
Year	2019		2020		2021		2022	
Enrollment	56,567	1,681	57,841	1,750	61,112	1,810	60,795	1,888
Females	54.1%	43.2%	54.5%	45.4%	54.8%	43.6%	56.6%	47.0%
Males	45.9%	56.8%	45.5%	54.6%	45.2%	56.4%	43.4%	53.0%
Undergraduate	65.8%	70.6%	65.2%	69.7%	64.9%	65.1%	62.5%	66.5%
Graduate/Professional	30.7%	26.7%	30.8%	28.4%	30.9%	31.8%	32.5%	27.5%
Unclassified	3.5%	2.7%	3.7%	1.9%	3.9%	3.1%	4.9%	6.0%
Asian or Pacific Islander	7.4%	4.0%	7.5%	4.4%	7.5%	4.5%	9.0%	6.5%
Black, non-Hispanic	7.0%	4.8%	6.7%	5.0%	6.5%	4.2%	6.3%	4.7%
Hispanic	15.4%	19.9%	16.4%	19.8%	17.1%	17.7%	20.9%	19.8%
White, non-Hispanic	56.6%	53.5%	55.1%	55.8%	54.3%	55.9%	54.3%	55.7%
Other*	2.3%	3.0%	2.2%	3.3%	3.1%	2.5%	2.5%	9.1%
Non-Resident Alien	8.2%	11.5%	8.3%	8.8%	8.3%	11.8%	8.2%	11.2%
Unknown	3.2%	3.3%	3.2%	3.0%	3.2%	3.4%	2.3%	3.2%

Other*: American Indian, Native Hawaiian or other Pacific Islander, Two or more races, non-Hispanic

Comparing the DCP 2022 diversity data with the previous year and the UF data shows that although DCP percentages of Asian and black students are still below UF’s student profile by 2.5% and 1.6%, respectively, DCP is up from 2021 by 2% and .5% respectively. The DCP Committee on Inclusiveness, Diversity and Equity in Academia (IDEA) completed the DCP Diversity, Inclusiveness, and Equity Plan last year and the plan was implemented fall 2022. The DCP Diversity Ambassador Student group provided outreach to matriculated underrepresented students and sponsored online presentations to foster a strong sense of community. Other initiatives planned include an Inclusion, Diversity, Equity and Access speaker series, targeted social events, and symposium sessions.

1c. Retention and on-time graduation

1c.1 On-Time Graduation

College of Design, Construction and Planning - Overall <i>Started in any Design, Construction and Planning major and graduated in any major</i>	Graduation Rate
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Cohort 2016 FTIC	Four Year		Six Year	
	N	%	N	%
<i>Declare at Time of Admission(N=100)</i>	52	52.0%	73	73.0%
<i>Entering CoDCP in First Year (N=135)</i>	69	51.1%	103	76.3%
<i>Entering CoDCP in Second Year(N=58)</i>	5	8.6%	43	74.1%
<i>Entering CoDCP in Third Year(N=11)</i>	4	36.4%	10	90.9%
<i>Cumulative Students from CoDCP or any college that remained or declared CoDCP in the Third Year (N=152)</i>	72	47.4%	143	94.1%

College of Design, Construction and Planning - Architecture	Graduation Rate			
Cohort 2016 FTIC	Four Year		Six Year	
	N	%	N	%
<i>Declare at Time of Admission(N=59)</i>	32	54.2%	38	64.4%
<i>Entering AE in First Year (N=65)</i>	38	58.5%	47	72.3%
<i>Entering AE in Second Year(N=11)</i>	1	9.1%	4	36.4%
<i>Entering AE in Third Year(N=0)</i>	0	0.0%	0	0.0%
<i>Cumulative Students from AE or any college that remained or declared AE in the Third Year (N=55)</i>	39	70.9%	51	92.7%

College of Design, Construction and Planning -Landscape Architecture	Graduation Rate			
Cohort 2016 FTIC	Four Year		Six Year	
	N	%	N	%
<i>Declare at Time of Admission(N=3)</i>	0	0.0%	3	100.0%
<i>Entering LAE in First Year (N=4)</i>	0	0.0%	4	100.0%
<i>Entering LAE in Second Year (N=0)</i>	0	0.0%	0	0.0%
<i>Entering LAE in Third Year (N=0)</i>	0	0.0%	0	0.0%
<i>Cumulative Students from LAE or any college that remained or declared LAE in the Third Year (N=4)</i>	0	0.0%	4	100.0%

College of Design, Construction and Planning -Building Construction	Graduation Rate			
Cohort 2016 FTIC	Four Year		Six Year	
	N	%	N	%
<i>Declare at Time of Admission(N=0)</i>	0	0.0%	0	0.0%
<i>Entering BC in First Year (N=0)</i>	0	0.0%	0	0.0%
<i>Entering BC in Second Year (N=0)</i>	0	0.0%	0	0.0%
<i>Entering BC in Third Year (N=0)</i>	0	0.0%	0	0.0%
<i>Cumulative Students from BC or any college that remained or declared BC in the Third Year (N=0)</i>	0	0.0%	0	0.0%

College of Design, Construction and Planning - Fire and Emergency Services	Graduation Rate			
Cohort 2016 FTIC	Four Year		Six Year	
	N	%	N	%
<i>Declare at Time of Admission(N=1)</i>	0	0.0%	0	0.0%
<i>Entering FES in First Year (N=1)</i>	0	0.0%	0	0.0%
<i>Entering FES in Second Year (N=0)</i>	0	0.0%	0	0.0%
<i>Entering FES in Third Year (N=0)</i>	0	0.0%	0	0.0%
<i>Cumulative Students from FES or any college that remained or declared FES in the Third Year (N=0)</i>	0	0.0%	0	0.0%

College of Design, Construction and Planning - Interior Design	Graduation Rate			
Cohort 2016 FTIC	Four Year		Six Year	
	N	%	N	%
<i>Declare at Time of Admission(N=9)</i>	3	33.3%	3	33.3%
<i>Entering IND in First Year (N=13)</i>	4	30.8%	5	38.5%
<i>Entering IND in Second Year (N=3)</i>	0	0.0%	2	66.7%
<i>Entering IND in Third Year (N=0)</i>	0	0.0%	0	0.0%
<i>Cumulative Students from IR or any college that remained or declared IR in the Third Year (N=7)</i>	4	57.1%	7	100.0%

College of Design, Construction and Planning - Sustainability and BE.	Graduation Rate			
Cohort 2016 FTIC	Four Year		Six Year	
	N	%	N	%
<i>Declare at Time of Admission(N=12)</i>	8	66.7%	8	66.7%
<i>Entering SBE in First Year (N=20)</i>	13	65.0%	13	65.0%

Entering SBE in Second Year (N=7)	3	42.9%	5	71.4%
Entering SBE in Third Year (N=5)	4	80.0%	4	80.0%
Cumulative Students from SBE or any college that remained or declared SBE in the Third Year (N=21)	18	85.7%	20	95.2%

College of Design, Construction and Planning- Construction Management	Graduation Rate			
	Four Year		Six Year	
	N	%	N	%
Cohort 2016 FTIC				
Declare at Time of Admission(N=16)	7	43.8%	13	81.3%
Entering CM in First Year (N=32)	11	34.4%	24	75.0%
Entering CM in Second Year (N=37)	0	0.0%	30	81.1%
Entering CM in Third Year (N=6)	0	0.0%	6	100.0%
Cumulative Students from CM or any college that remained or declared CM in the Third Year (N=65)	11	16.9%	59	90.8%

Note: N's for graduation rates are cumulative.

College of Design, Construction and Planning - Overall	Graduation Rate					
	2-Year		3-Year		4-Year	
	N	%	N	%	N	%
Cohort 2016 Transfer						
Entering CoDCP in First Year (N=141)	34	24.1%	70	49.6%	113	80.1%

College of Design, Construction and Planning - Architecture	Graduation Rate					
	2-Year		3-Year		4-Year	
	N	%	N	%	N	%
Cohort 2016 Transfer						
Entering AE in First Year (N=64)	15	23.4%	30	46.9%	48	75.0%

College of Design, Construction and Planning - Landscape Architecture	Graduation Rate					
	2-Year		3-Year		4-Year	
	N	%	N	%	N	%
Cohort 2016 Transfer						
Entering LAE in First Year (N=4)	0	0.0%	0	0.0%	1	25.0%

College of Design, Construction and Planning - Building Construction	Graduation Rate					
	2-Year		3-Year		4-Year	
	N	%	N	%	N	%
Cohort 2016 Transfer						
Entering BC in First Year (N=0)	0	0.0%	0	0.0%	0	0.0%

College of Design, Construction and Planning - Fire and Emergency Services	Graduation Rate					
	2-Year		3-Year		4-Year	
	N	%	N	%	N	%
Cohort 2016 Transfer						
Entering FES in First Year (N=29)	6	20.7%	14	48.3%	21	72.4%

College of Design, Construction and Planning - Interior Design	Graduation Rate					
	2-Year		3-Year		4-Year	
	N	%	N	%	N	%
Cohort 2016 Transfer						
Entering IND in First Year (N=19)	0	0.0%	6	31.6%	16	84.2%

College of Design, Construction and Planning -Sustainability and BE.	Graduation Rate					
	2-Year		3-Year		4-Year	
	N	%	N	%	N	%
Cohort 2016 Transfer						
Entering SBE in First Year (N=8)	2	25.0%	6	75.0%	7	87.5%

College of Design, Construction and Planning -Construction Management	Graduation Rate					
	2-Year		3-Year		4-Year	
	N	%	N	%	N	%
Cohort 2016 Transfer						
Entering CM in First Year (N=17)	11	64.7%	11	64.7%	14	82.4%

Note: N's for graduation rates are cumulative.
Summer/Fall Transfers

GRADUATION RATE														
	FTIC						Transfer							
	Number		4 year		6 year		Number		Year 2 at UF		Year 3 at UF		Year 4 at UF	
	2015 Cohort	2016 Cohort	2015 Cohort	2016 Cohort	2015 Cohort	2016 Cohort	2015 Cohort	2016 Cohort	2015 Cohort	2016 Cohort	2015 Cohort	2016 Cohort	2015 Cohort	2016 Cohort
ARC	51	55	77%	71%	96%	93%	36	64	19%	23%	61%	47%	94%	75%
CM	51	65	26%	17%	88%	91%	12	17	75%	65%	83%	65%	92%	82%
IND	10	7	70%	57%	90%	100%	12	19	0%	0%	42%	32%	92%	84%
LAE	5	4	0%	0%	100%	100%	3	4	0%	0%	0%	0%	68%	25%
SBE	25	21	76%	86%	92%	95%	2	8	50%	25%	100%	75%	100%	89%
FES	2	0	50%	0%	100%	0%	26	29	4%	21%	42%	48%	62%	72%
DCP	144	152	57%	47%	92%	94%	91	141	20%	24%	55%	50%	84%	80%

Of the 2016 freshman cohort, 47% graduated in 4 years and 94% graduated in 6 years. The 4-year graduation rate is still lower than the UF average of 68%. The DCP 6-year graduation rate (94%) is above the UF goal of 91%, and higher than the College 6-year graduation rate in 2021 (92%). Among the DCP units, the 4-year graduation rate for CM is low (17%) due to many change-major students. The CM program is increasing its efforts to recruit more undecided FTIC students and matriculate more students through the well-subscribed Gator Design and Construction at Santa Fe program. In addition, the CM program revised its curriculum and reduced number of the required tracking courses to give the students flexibility to choose electives that would fit their current career path or interests. The College decided to increase our recruiting efforts by actively increasing the proportion of FTIC students. This could be accomplished by participating in the Preview and UF recruiting events. It is essential to continuously update and improve the quality of the admissions website and recruiting materials and retrofit and renovate college-wide facilities to attract high quality applicants to DCP. Another effort to increase the 4-year graduation rate was reducing length of the undergraduate degree in Landscape Architecture from five to four years implemented fall 2022.

1c.2 Retention

College of Design, Construction and Planning - Overall	Retention Rate			
<i>Started in any Design, Construction and Planning major (first year)</i>	in CoDCP		in any UF program	
Cohort 2021 FTIC	N	%	N	%
<i>Entering CoDCP in First Year (N=144)</i>	129	89.6%	140	97.2%

College of Design, Construction and Planning - Architecture	Retention Rate			
Cohort 2021 FTIC	in AE		in any UF program	
	N	%	N	%
<i>Entering AE in First Year (N=71)</i>	60	84.5%	71	100.0%

College of Design, Construction and Planning - Landscape Architecture	Retention Rate			
Cohort 2021 FTIC	in LAE		in any UF program	
	N	%	N	%
<i>Entering LAE in First Year (N=6)</i>	5	83.3%	6	100.0%

College of Design, Construction and Planning - Construction Management	Retention Rate			
Cohort 2021 FTIC	in CM		in any UF program	
	N	%	N	%
<i>Entering CM in First Year (N=36)</i>	31	86.1%	33	91.7%

College of Design, Construction and Planning - Interior Design	Retention Rate			
Cohort 2021 FTIC	in IR		in any UF program	
	N	%	N	%
<i>Entering IR in First Year (N=16)</i>	13	81.3%	16	100.0%

College of Design, Construction and Planning - Sustainability and BE.	Retention Rate			
	in SBE		in any UF program	
	N	%	N	%
<i>Entering SBE in First Year (N=14)</i>	9	64.3%	14	100.0%

College of Design, Construction and Planning - Fire and Emergency Services	Retention Rate			
	in SBE		in any UF program	
	N	%	N	%
<i>Entering SBE in First Year (N=1)</i>	0	0.0%	0	0.0%

RETENTION RATE						
	Number		Returned to DCP		Returned to UF	
	Cohort 2020	Cohort 2021	Cohort 2020	Cohort 2021	Cohort 2020	Cohort 2021
ARC	70	71	89%	85%	100%	100%
CM	21	36	81%	86%	91%	92%
IND	5	16	80%	81%	100%	100%
LAE	2	6	100%	83%	100%	100%
SBE	10	14	100%	64%	100%	100%
DCP	108	144	92%	90%	98%	97%

In the fall 2022 semester, 130 out of 144 students (90%) of the DCP FTIC students returned for their second year in DCP. The percentage of DCP first-year students that returned to UF was 97%, close to the 98% for the previous year. With 97% of students continuing in UF for the last three years, the college aligns closely with UF, which is one of the best in the country when it comes to first-year student retention. Our goal is to achieve a DCP student retention rate above 95% through the following actions:

- Enhance DCP partnership with Career Connections Center
- Include a DCP Table/Workshop as a part of the Student Career Fair in partnership with Career Resources to offer guidance on career opportunities, resume building, etc.
- Conduct Exit Surveys with students to identify retention trends and needs. Action Item 2): Ensure the continual advancement of current graduate programs and complement them with the strategic introduction of new programs and research centers.

Measure of Action Item 2):

2a. Number of admitted and matriculated students to DCP master’s degree programs and their average GPA and GRE scores.

	ARC				ARC -ORL				ARC-MSD			
	2020-2021	2021-2022	2022-2023	2022/2021	2020-2021	2021-2022	2022-2023	2022/2021	2020-2021	2021-2022	2022-2023	2022/2021
# of admitted	80	82	59	72%	49	51	33	65%	12	14	3	21%
Ave GPA of admitted	3.12	3.02	3.74	124%	3.3	3.01	3.61	120%	3.29	3.38	3.94	117%
Ave GRE of admitted	302	304	309	102%	301	304	302	99%	297	308	303	98%
# of matriculated	39	40	18	45%	26	42	22	52%	11	9	2	22%
Ave GPA of matriculated	3.79	3.84	3.63	95%	3.26	3.91	3.61	92%	3.28	3.31	3.92	118%
Ave GRE of matriculated	301	302	304	101%	301	304	301	99%	295	308	2.98	1%

	CM				FES				ICM			
	2020-2021	2021-2022	2022-2023	2022/2021	2020-2021	2021-2022	2022-2023	2022/2021	2020-2021	2021-2022	2022-2023	2022/2021
# of admitted	130	97	57	59%	29	36	18	50%	10	3	3	100%
Ave GPA of admitted	3.44	3.31	3.72	112%	3.84	3.73	3.72	100%	3.38	3.5	3.67	105%
Ave GRE of admitted	308	309	312	101%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

# of matriculated	32	23	19	83%	29	29	10	34%	5	3	3	100%
Ave GPA of matriculated	3.41	3.17	3.76	119%	3.84	3.73	3.7	99%	3.34	3.5	3.5	100%
Ave GRE of matriculated	303	306	310	101%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

	HP				MID				LAE			
	2020-2021	2021-2022	2022-2023	2022/2021	2020-2021	2021-2022	2022-2023	2022/2021	2020-2021	2021-2022	2022-2023	2022/2021
# of admitted	5	6	8	133%	6	14	5	36%	35	24	15	63%
Ave GPA of admitted	3.79	3.79	3.84	101%	3.67	3.48	3.86	111%	3.37	3.3	3.35	102%
Ave GRE of admitted	N/A	N/A	N/A	N/A	393	N/A	N/A	N/A	3.05	304	312	N/A
# of matriculated	2	2	1	50%	3	6	4	67%	8	6	4	67%
Ave GPA of matriculated	3.9	3.90	4.00	103%	3.64	3.36	3.87	115%	3.34	3.23	3.37	104%
Ave GRE of matriculated	N/A	N/A	N/A	N/A	399	N/A	N/A	N/A	295	302	309	102%

	URP				URP - Dist				DCP			
	2020-2021	2021-2022	2022-2023	2022/2021	2020-2021	2021-2022	2022-2023	2022/2021	2020-2021	2021-2022	2022-2023	2022/2021
# of admitted	63	65	67	103%	77	42	38	90%	434	374	306	82%
Ave GPA of admitted	3.49	3.53	3.59	102%	3.32	3.46	3.37	97%	3.51	3.41	3.67	108%
Ave GRE of admitted	310	311	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
# of matriculated	17	16	27	169%	61	27	31	115%	205	197	141	72%
Ave GPA of matriculated	3.61	3.58	3.61	101%	3.3	3.47	3.42	99%	3.32	3.53	3.67	104%
Ave GRE of matriculated	293	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

The number of matriculated graduate students in DCP dropped from 197 to 141 from fall 2021 to fall 2022. The pandemic is partly responsible for this decrease. It is essential to increase the matriculation rate for master programs. Several strategies for increasing graduate enrollment have been implemented and a few are in progress. The Master of Integrated Sustainable Development (MISD) was approved last year and the first cohort of 8 students started Fall 2023. JaxLab, the new CityLab located in Jacksonville delivers the Master of Architecture Degree and was approved Fall 2022. The first cohort of 12 M.Arch students began Fall 2023. The master's program in Urban Analytics (MUA) was recently approved and we have begun recruiting for Fall 2024. Additional actions include:

- An open house for DCP master programs each fall to encourage undergraduate students pursue graduate studies at the master's level in one of the college programs.
- Recruiting undergraduate students from the UF College of Engineering, College of Business, and other DCP allied disciplines.
- Providing more scholarships and fellowships to recruit the most competitive applicants to DCP programs.

2b. Number of PhD applications, admission rate, matriculation rate, and average GRE score of matriculated students.

	Number of Ph.D. Applications Received	Number of Admitted	Admission Rate	Number of Matriculated	Matriculation Rate	Average GRE Score for Matriculants
AY 2017-2018	102	44	43%	19	43%	306
AY 2018-2019	106	45	42%	26	58%	311
AY 2019-2020	105	37	35%	11	30%	305
AY 2020-2021	97	42	43%	21	50%	298

AY 2021-2022	144	53	37%	24	45%	N/A
AY 2022-2023	116	35	30%	22	63%	306

2c. Percentage of incoming master's students graduated from Research 1 Universities.

	Percent of Incoming Students Who Graduated from US Research 1 Universities	Percent of Students Who Graduated from International Research 1 Universities
Fall 2017	28.50%	15.00%
Fall 2018	31.10%	6.60%
Fall 2019	63.60%	0.00%
Fall 2020	43.00%	0.00%
Fall 2021	47.00%	6.00%
Fall 2022	68.00%	2.00%

International Research 1 universities are based on the QS Top Universities website (<https://www.topuniversities.com/university-rankings/world-university-rankings/2022>)

2d. Percentage of PhD graduates hired by Research 1 Universities.

	Percent of Graduates Hired by US Research 1 Universities	Percent of Graduates Hired by International Research 1 Universities
AY 2017-2018	5.50%	5.50%
AY 2018-2019	3.00%	0.00%
AY 2019-2020	23.00%	0.00%
AY 2020-2021	4.00%	0.00%
AY 2021-2022	14.00%	0.00%
AY 2022-2023	17.00%	8.70%

The number of PhD applications and admitted students for this academic year was lower than the previous years but the number of matriculated students remained in the mid-twenties. The new STEM designation for DCP PhD program that was approved by Florida Board of Governors in July 2020 should have made the degree more attractive to many prospective applicants, especially international students. However, the need for a GRE score for our program when many other universities may no longer require it has caused some decline in application numbers. Highlighting more STEM-focused curricular offerings and specializations, such as artificial intelligence applications in the built environment research and practice, energy-efficient design and technologies for buildings, and urban analytics will better position DCP PhD program among competitors. The new DCP Collaboratory Facility, opening in Fall 2025, will support our recruitment and research efforts.

It is also essential to increase the number, diversity, and quality of the incoming DCP PhD students through the following initiatives:

- Increasing the number of graduate research assistantships supported by external research grants.
- Evaluate the requirement for a GRE score as well as college level petition and waiver options.
- Securing more financial resources and opportunities to recruit underrepresented minority students.
- Offering competitive stipends for PhD students to attract the best applicants.
- Recruiting graduate students from DCP master's programs

Developing recruitment program that leverages the new DCP Collaboratory Facility (open Fall 2025)

Measures for Action Item 3):

3a. Number of international programs offered by DCP

DCP offers nine international programs. The newest program is a study abroad to East Asia for Graduate DCP Students that started in summer 2023.

3b. Number of students who participate in international/cross cultural programs

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Architecture:					
East Asia Program	10	0	0	0	13
East Asia Program-CityLab					6
Mexico Studio (UF in Guadalajara)	12	0	0	0	Program Discontinued
Vicenza Institute of Architecture	55	58	17	52	56
Paris Program	15	0	0	0	12
Total	92	58	17	52	87
Construction Management:					
Germany – UF in Lippe	0	0	0	0	Program shared with IND
Australia – Queensland University of Technology	4	2	0	0	2
Hong Kong – Hong Kong Polytechnic	0	2	0	0	Program Discontinued
Singapore – National University of Singapore	0	0	0	0	Program Discontinued
UF in Italy - History of Sustainable Construction	11	0	0	20	22
Total	15	4	0	20	24
Interior Design:					
Germany - UF in Lippe (Detmold, with CM)	6	0	0	0	6
Total	6	0	0	0	6
Landscape Architecture:					
International Landscape Architecture at Prague	0	0	0	0	Program Discontinued
Total	0	0	0	0	0
Urban and Regional Planning:					
Urban Planning and Design in China	7	0	0	0	0
UF in Dominican Republic	0	0	0	0	5
Total	7	0	0	0	5
DCP Total	120	62	17	72	122

Our overall DCP enrollment in international programs has increased significantly since 2021, and is up nearly 70%, exceeding the overall 2018-2019 pre-pandemic enrollment of 120.

Measures for Action Item 4):

4a. Enrollment and number of graduates from the online degree programs

Program	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2022/ Fall 2021
Fire and Emergency Services (BS)	167	179	225	204	195	96%
Fire and Emergency Sciences (MS)	16	19	36	52	44	85%
Master of International Const. Mgmt.	9	13	18	20	9	45%
Master of Urban & Regional P-Online	31	31	58	79	93	118%
Master of Sustainable Design	12	10	12	5	5	100%
Total	235	252	349	360	346	96%

In general, online degree programs are growing. However, enrollment in the Master of Sustainable Design (MSD) and Master of International Construction Management (ICM) are low. We have evaluated and implemented a new recruitment plan for the MSD program. The ICM program was closed, with a termination term Spring 2023 and a phase out term of Spring 2025.

4b. Number of online courses offered by DCP and their enrollment (excluding "a" above)

Course Number	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2022-2023/ 2021-2022
ARC 1720	1745	1382	899	887	764	86%
BCN 1582	313	516	443	362	321	89%
BCN 3012	314	313	317	353	364	103%
IND 1020	0	0	45	31	48	155%
LAA 1920	69	76	114	99	89	90%
LAA 2330	183	214	214	173	159	92%
URP 3001	968	864	687	623	554	89%

Total	3592	3363	2719	2528	2299	91%
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The decline in enrollment of ARC 1720, BCN 1582, and URP 3001 is continuing. These courses have a large enrollment from students outside DCP because they satisfy one of the Gen Ed requirement categories and are delivered online. One reason for the drop in enrollment could be the fact that UF students have access to more Gen Ed online courses during and after COVID-19.

The other reason might be that both Quest 1 (Humanities) and Quest 2 (Social and Natural Sciences) courses are now mandatory and ARC 1720, BCN 1582, and URP 3001 are not Quest approved courses. We will continue to monitor enrollment in ARC 1720, BCN 1582, and URP 3001 and reassess action needed in the 2023-2024 Report.

Attached Files

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 2 An outstanding and accessible education that prepares students for work, citizenship and life.

Goal:

An outstanding and accessible education that prepares students for work, citizenship and life.

Objective:

Four objectives are associated with this goal.

- Objective 1. A high quality, widely recognized, financially accessible undergraduate, graduate and professional education and experience.
- Objective 2. Services that are accessible and available in a timely fashion that support student health, development, and well-being, thereby improving their academic and personal growth and success.
- Objective 3. Academic programs that promote effective and accessible learning through innovation.
- Objective 4. High quality student-faculty interactions in mentored research.

Goal 3 Outreach

Goal:

1. Reinforce and expand the interactions between the College, its units, its alumni, and the diverse groups that support the activities of the College.

Action Items:

Action Item 1): Establish and enhance connections to the alumni base of the College.

Action Item 2): Expand opportunities for collaborative experiences between units and their respective professional groups.

Measures of Action Items:

Measures for Action Item 1):

- a. Number of alumni participating in the DCP alumni relation activities.
- b. Number and value of alumni donations to the College.

Measures for Action Item 2):

- a. Number of DCP faculty serving as members of professional society committees.
- b. Number of DCP faculty serving in leadership positions in appropriate professional societies.
- c. Number of activities between DCP units and industry/advisory groups.

Time Period of Action Items:

July 1, 2022 - June 31, 2023

Resources of Action Items:

Resources for Action Item 1):

- a. DCP Director of Development
- b. UF Foundation

Resources for Action Item 2):

- a. DCP Unit Directors/Chairs
- b. DCP Unit Directors/Chairs
- c. DCP Unit Directors/Chairs

Results and Evaluation:

Reviewed by:

Chimay Anumba, Dean

Nancy Clark, Associate Dean

Margaret Portillo, Associate Dean

Action Item 1) Establish and enhance connections to the alumni base of the College.

Measures for Action Item: 2

- a. Number of Alumni participating in the DCP alumni relation activities.

2016-2017: 614

2017-2018: 653

2018-2019: 1334

2019-2020: 1231

2020-2021: 841

2021-2022: 1621

2022-2023: 1628

During the past six years, alumni participation in the College has increased significantly under the One DCP focus of the current dean, administrators, faculty, students, staff, and stakeholders of the College. It continues to remain at a high level.

Actions for Improvement

Continue the momentum of the major renovation and expansion of the Architecture Building, which will undoubtedly draw more alumni to campus. There may be a dip in the on-campus engagement of alums while the project is underway, but ribbon-cutting and celebration events are anticipated to bolster alumni engagement.

- b. Number and value of alum donations to the College.

2016-2017: 614 and \$3,363,920

2017-2018: 654 and \$478,963

2018-2019: 1334 and \$1,648,192

2019-2020: 738 and \$1,887,646

2020-2021: 841 and \$1,928,984

2021-2022: 1621 and \$4,986,125

2022-2023: 1628 and \$4,360,398

The data shows that the number of engaged alumni and their giving continued to grow during this reporting period.

Actions for Improvement

Continue to increase the number and size of alum gifts to enhance the final phases of the facilities project through targeted development goals and tracking current and potential donors.

Action Item 2) Expand opportunities for collaborative experiences between units and their respective professional groups.

Measures for Action Item: 3.

- a. The number of DCP faculty serving as members of professional society committees.

2016-2017: 43

2017-2018: 44

2018-2019: 45

2019-2020: 51

2020-2021: 33

2021-2022: 52

2022-2023: 72

With the end of the pandemic the number of DCP faculty serving as members of professional society committees has grown significantly and have now exceeded pre-pandemic levels.

Actions for Improvement

The College continues to reinforce the value and importance of this form of scholarly service and will seek to provide more opportunities and support for these activities.

b. The number of DCP faculty serving in leadership positions in appropriate professional societies.

2016-2017: 32

2017-2018: 33

2018-2019: 26

2019-2020: 31

2020-2021: 20

2021-2022: 31

2022-2023: 34

Faculty leadership in professional societies has grown considerably from a low of 20 in 2020-2021 to 34 in 2022-2023, and is now comparable to pre-pandemic levels.

Actions for Improvement

The College will continue to provide support and opportunities to enable faculty take up leadership roles in professional societies.

c. Number of activities between DCP units and industry/advisory groups.

2016-2017: 52

2017-2018: 53

2018-2019: 65

2019-2020: 41

2020-2021: 40

2021-2022: 103

2022-2023: 133

Engagement between DCP academic units and industry and practice-based advisory boards grew by about 30% above the number for 2021-2022, which was an all-time high.

Actions for Improvement

We will continue to grow opportunities for interaction between our academic units and industry and practice-based advisory groups. This is critical for enhancing opportunities for our students through guest lectures, internships and job placements. All DCP academic units now have revitalized advisory boards that are actively engaged in program support and improvements.

Attached Files

ATTACHMENTS:

UNIT GOALS CONNECTED TO UNIVERSITY GOALS -----

RELATED ITEM LEVEL 1

Goal 5 A strengthened public engagement of the university's programs with local, national, and international communities.

Goal:

A strengthened public engagement of the university's programs with local, national, and international communities.

Objective:

Three objectives are associated with this goal.

- Objective 1. Increased engagement and outreach of UF programs leading to positive impacts in such areas as health, the economy, environment and community.
- Objective 2. Improved communication leading to increased public awareness of and value placed on UF programs and their impact on society.
- Objective 3. Increased technology translation and entrepreneurial activities.

RELATED ITEM LEVEL 1

Goal 6 Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Goal:

Alumni who are successful in their careers and in life and who are proud to be graduates of the University of Florida.

Objective:

Two objectives are associate with this goal.

- Objective 1. Alumni who make significant contributions to their professions and society.
- Objective 2. Alumni who engage with and support the University's educational, research, and service missions.

DCP IE Detail

Providing Department: College of Design, Construction, and Planning

Administrative Support Services:

The College of Design, Construction and Planning provides the following administrative services: Finance and Human Resources, Facilities Management and Scheduling, Communications and IT, Fabrication Laboratories, Sponsored Research, and Development. Supervisors for all staff members use the university's annual performance appraisal system to evaluate the job responsibilities and performances of each of their staff positions. Should there be problem areas to be addressed with an employee, the annual appraisal is used as a tool to constructively instruct the employee on how to improve performance to better meet the needs of the departments and college.

Finance and Human Resource Services DCP's finance and human resource services are headed by the College's Business Manager who reports to the Dean. Four of the five schools/departments within the college have an Office Manager, who coordinates their human resource and budget/financial management with the College's Business Manager, and their Chair/Director. They all report to their Chair/Director. The fifth unit, the newly formed School of Landscape Architecture and Planning, has three staff positions all of whom report to the Director.

Facilities Management and Scheduling The UF Space Inventory and Allocation System survey is used to audit UF space and to monitor how well space is being used for multiple purposes, including future allocation of instructional and research space and resources. The Space Inventory and Allocation System survey is also used to assist with development of the Facilities & Administrative (FnA) Rate Proposal to the federal government. Scheduling of all College spaces is coordinated by the Associate Dean.

Communications and IT The College has a Director of Communications. She oversees two staff that address this area of responsibility. For IT, the college utilizes an electronic work order system for requests Information Technology (IT) needs. Requests for building maintenance are submitted directly to PPD by the staff person made aware of the issue, with copies going to the Dean's Office.

Custodial Services PPD's Building Services provides custodial services for the College. The Associate Dean liaises with the custodians and their supervisors.

Model Fabrication and Digital Fabrication Laboratories DCP has a Model Fabrication Laboratory and a Digital Fabrication Laboratory (jointly managed with Fine Arts). Each has manager who reports to the Associate Dean. These facilities support both the teaching and research mission of the College.

Sponsored Research DCP has a Grants Specialist who assists (and reports to) the Associate Dean and College Business Manager with the management of sponsored research projects. Her duties include assistance with proposal development, support for School/Department Business Managers, management of sponsored project administration fees, management of the colleges indirect cost returns, and oversight for grants administration compliance.

Development DCP has a Development Director and three supporting associates. The Development Director reports to the Dean and to the UF Foundation. His associates report to him. Annually, the Development Officer, Dean of the College and UF Foundation assess the prospect pool and portfolio of each unit and set monetary goals, proposal goals, contact goals and additional qualitative goals for the unit (travel days, special initiatives for support such as faculty endowments, student support, etc.). These measurable outcomes are clearly defined in what is termed an "Annual Performance Plan" for each Development Officer and academic unit. Annual Performance Plans are imaged into the UF Foundation document exchange system annually. The Annual Performance Plan is evaluated quarterly by the Development Officer, the Dean, and the UF Foundation to assess progress toward monetary goals, proposals, contacts and commitments. All Development Officer activity is monitored and tracked

via a prospect tracking system (Advance) and the activity logged in the prospect tracking system is automatically loaded into the Annual Performance Plan so there are no discrepancies. These quarterly assessments improve development-related activities by highlighting areas needing attention and keeping the development efforts focused on the annual goal and initiatives within the performance plan for that year.

Academic and Student Support Services:

Undergraduate Support

Academic advising for undergraduate students in DCP is provided by professional advisors. Advisors are integral to the College's goal of offering the highest quality educational experience to motivated students. They are professional staff who work with faculty and staff in facilitating a student's academic and career exploration. Advisors provide leadership, guidance and information to students, departments, and faculty. They also work closely with faculty in the development, revision and implementation of curricula, and department and college policies. We have four advisors who assist our undergraduate students. Advisors for Architecture, Interior Design, Landscape Architecture, and Sustainability and the Built Environment report to the Associate Dean. Advisors for Construction Management and Fire and Emergency Services report to the Director of the School of Construction Management. Academic advisors are evaluated yearly based primarily on their performance and student feedback from exit/graduation surveys, SERU and Preview evaluations. Regardless of the mechanisms of evaluation, if an area of improvement is identified, the advisor will work with the department and collaborate with other college advisors to re-train through a specific plan for improvement.

Each degree program also has a faculty member who serves as its undergraduate coordinator. These coordinators work with the professional advisors to support the undergraduate students in DCP. Advisors and undergraduate coordinators have regular office hours and students may walk in or schedule appointments via email.

Support for Master Students

Graduate student services are provided and monitored primarily by the graduate coordinator for each degree program, but also by the faculty mentors who serve as supervisory committee chairs. Graduate coordinators are responsible for oversight of the graduate program as a whole, and act in various capacities to recruit, retain, graduate, and place students in desired career positions. Graduate coordinators are typically aided by program assistants/office staff in order to accomplish their varied goals on behalf of the students and faculty.

Support for Doctoral Students

DCP has a college-wide doctoral program and accepts students with the following areas of interest: architecture, building construction, historic preservation, interior design, landscape architecture and urban and regional planning. Doctoral student services are provided and monitored primarily by a professional advisor who works with the students on a day to day basis, but also by the faculty mentors who serve as supervisory committee chairs. The PhD advisor reports to the Associate Dean and the Director of the PhD program. The PhD advisor is evaluated yearly based primarily on her performance and student feedback from exit/graduation surveys. If an area of improvement is identified, the Director of the PhD program and the Associate Dean will work with the advisor to re-train through a specific plan for improvement.

Additional Student Support Services

Support is provided for academic and student services in other curricular and co-curricular contexts. Most of our undergraduate and graduate majors complete an internship experience. Each degree program with such a requirement has a faculty member assigned to assist with placement, oversight and evaluation of the student performance.

Most of our undergraduate and graduate students are highly encouraged to engage in international study. Opportunities range from week-long study tours to semester-long DCP-run programs or exchange programs. DCP has the highest percentage undergraduate participation in study abroad of any College in the University. These programs are overseen by the College Director of International programs and individual faculty and/or undergraduate and graduate coordinators.

In addition to opportunities for enhancing the overall academic experience, DCP strives to recognize the achievements of our students. A spring awards program is held in each academic unit at which time donors and beneficiaries are brought together and honored for their respective contributions to the academic unit, and achievements in academic and service settings. Also, one each academic and service awards are given to an undergraduate and master student at each Spring Commencement ceremony.

Research:

Research is integral to the mission of the College. We are focused on developing a community of scholars whose research in some way will lead to the enhancement of the built environment. Given the breadth of disciplines found in our college, there are numerous goals that include but are not limited to

- Advancing the pedagogy of design, construction and planning
- Documenting historical aspects of the built environment professions
- Enhancing the sustainability of our built environment at multiple scales
- Improving the quality of human existence through design, construction and preservation of human spaces that meet functional needs and enrich the human spirit

DCP seeks to provide conditions that fully support faculty research and productivity. Faculty members engage in research that employs the traditional scientific method, but there is also a substantial amount of applied research undertaken. The goal for both types of research is to share findings through professional conferences, community outreach, and the publication of books and journal articles.

The College sponsors an annual Research Showcase in which faculty and students are strongly encouraged to participate. The format allows for individual faculty presentations, research team presentations and faculty and student posters that summarize research efforts. There are also discussions held by panels comprised of faculty, alumni and other practicing professionals that focus on emerging areas of collaborative research interest.

Undergraduate students and faculty mentors are encouraged to participate in the University Scholars Program. Students prepare and deliver papers summarizing their research findings.

Research outcomes are summarized by the College Dean and Associate Dean, who formally report on outcomes via three mechanisms: (a) DCP's Annual Research Report, (b) Dean's presentation at the annual Fall college-wide faculty meeting, and (c) annual award of a UF Research Foundation Professorship. The Associate Dean represents faculty interests and issues, and oversees sponsored research funding, and represents the College with the UF's Division of Sponsored Research.

The Indirect Cost returns are used to support the engagement of faculty in research. This includes funding for the college's Grants Coordinator, travel support for faculty and students for conference presentations and seed grant support for faculty through competitive applications.

Grant proposals, awards, and expenditures including doctoral student support and tuition waivers are tabulated quarterly and yearly reports are prepared and given to the Dean, department Chairs, and faculty. DCP maintains annual data about funded research and faculty publications by academic unit. These data are provided through the Annual Performance Review completed yearly by every DCP faculty member.

Community and Public Service:

The public service and community outreach mission is core to the College of Design, Construction and Planning. Participation on the part of faculty and students is encouraged primarily through the service learning modality, but also through applied research, and philanthropic and charitable activities. An annual summary of service learning projects is maintained for each academic unit and these reports are shared with the entire faculty at annual Fall college-wide faculty meeting. A subsequent meeting is held with the Dean and the Chair/Director of each program to review their accomplishments. A recommended work plan for the academic year is derived from this meeting that includes service learning goals. The Chair/Director will share these recommendations with their faculty and from this a final work plan will be adopted. A faculty member is annually recognized at our College's Research Showcase for their outstanding engagement in service learning.

An award for service is given each year to a deserving student. A faculty member is similarly recognized at our spring commencement.

Effectiveness Oversight:

The chairs and directors of the college's department and schools report directly to the Dean. The Dean is supported by an associate dean for research and strategic planning, an associate dean for undergraduate education and facilities, a director of international programs and service learning, a budget director and an HR coordinator. Ultimate responsibility lies with the Dean, but the team plays an extensive role in effectiveness oversight.

Name	Dept Affiliation	Email	Phone
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Institutional Effectiveness Report Complete: true

XResponsible Roles:

College of Design, Construction, and Planning Actions for Improvement

Unit/College Actions for Improvement :

GOAL 1 RESEARCH

Action item 1): Implement Florida Institute for Built Environment Resilience (FIBER) to encourage a campus-wide research cluster

1a. Recruit four highly qualified new faculty for FIBER.

Actions for Improvement

During the previous reporting period, we exceeded the stated goal by leveraging additional resources to recruit seven highly qualified new faculty to launch FIBER in 2018. FIBER now has seven core faculty, post-doctoral associates, affiliated scholars, and a growing cadre of engaged graduate and undergraduate students. As of 2023, the faculty core expanded to include an assistant scientist and two assistant scholars, one of whom is now serving as assistant director of the Institute. During the past year, FIBER welcomed a Fulbright Visiting Scholar exploring resiliency concerning landscape heritage, global challenges, and sustainable development. The Institute continues to have the support of a research administrator. FIBER's advisory board continues facilitating the Institute's growth and community engagement.

1b. Seek appropriate starting packages and space for the new FIBER hires to boost their research initiatives.

Actions for Improvement

This action item was completed in AY2022 with the hiring of Dr. Li. Located within the Ayers building, 720 SW 2 Avenue, the FIBER faculty, scholars, students, and affiliates appear satisfied with the facility's location and space.

Action item 2): Secure and sustain a funding source for DCP faculty to seed new research initiatives and complete ongoing projects.

2a. Number of seed grants to help faculty develop exploratory research in preparation for grant applications.

Actions for Improvement

This action item was completed in AY2022 with the competitive startup packages upon the hire of Dr. Li.

2b. Amount of funding for faculty travel to national funding agencies

Actions for Improvement

During the reporting period, college funding earmarked for research travel was limited; however, support for research dissemination is expected to increase again, beginning in the year ahead.

Action item 3): Develop a robust funded research portfolio for the College using incentives and policies to encourage faculty participation.

3a. Amount of annual funded research expenditure

Actions for Improvement

The sum of research awards shows a trajectory of gains with a dip over the last four years. This can be attributed partly to increased faculty productivity, influenced by the strategic investment in FIBER and increased faculty hiring from the UF AI and Faculty 500 initiatives. The faculty size in the college academic units, including the M.E. Rinker School of Construction Management, School of Landscape Architecture and Planning, School of Architecture, and Department of Interior Design has increased by over 25%.

3b. Number of graduate students (with tuition waivers) supported by funded research.

Actions for Improvement

The number of graduate students with tuition waivers supported by funded research projects has increased slightly in the past reporting period. The College's external review of its doctoral program stated in no uncertain terms that securing additional graduate support should be a priority. By increasing the number of assistantships, DCP will be better able to recruit the most competitive students into our graduate programs while advancing the research enterprise.

3c. Number and volume of research grant proposals submitted

Actions for Improvement

We are continuing our goal of fundraising specifically for monies allocated to graduate research with the goal of recruiting high quality candidates.

Number and value of research grant proposals submitted.

The Number and value of research grant proposals have tripled during the past six years.

GOAL 2 EDUCATION:

Action Item 1) Ensure the continual advancement of undergraduate teaching and learning.

1a. Number of FTIC and transfer students and their average GPA and SAT/ACT scores

Actions for Improvement:

The quality of DCP matriculated FTIC students in summer/fall 2022 has been good and close to the average of UF admitted class (GPA-4.5, SAT-1420, and ACT-32). The number of FTIC remained essentially the same, with a slight decrease of 3 compared to fall 2021 but the number of transfer students decreased by 20. The decrease in the transfer enrollment is mainly due to the FES online program. We should continue our efforts to increase the matriculation rate of our admitted FTIC students to improve the DCP 4-year graduation rate. Typically, change majors cannot earn their degrees in 4 years and it takes transfer students more than 2 years at UF to complete their degree requirements. Increasing the number of DCP staff at UF recruiting events and improving the quality of DCP facilities should improve the DCP's matriculation rate.

1b. Student diversity

Actions for Improvement:

Comparing the DCP 2022 diversity data with the previous year and the UF data shows that although DCP percentages of Asian and black students are still below UF's student profile by 2.5% and 1.6%, respectively, DCP is up from 2021 by 2% and .5% respectively. The DCP Committee on Inclusiveness, Diversity and Equity in Academia (IDEA) completed the DCP Diversity, Inclusiveness, and Equity Plan last year and the plan was implemented fall 2022. The DCP Diversity Ambassador Student group provided outreach to matriculated underrepresented students and sponsored online presentations to foster a strong sense of community. Other initiatives planned include an Inclusion, Diversity, Equity and Access speaker series, targeted social events, and symposium sessions.

1c.1. On-time graduation

Actions for Improvement:

Of the 2016 freshman cohort, 47% graduated in 4 years and 94% graduated in 6 years. The 4-year graduation rate is still lower than the UF average of 68%. The DCP 6-year graduation rate (94%) is above the UF goal of 91%, and higher than the College 6-year graduation rate in 2021 (92%). Among the DCP units, the 4-year graduation rate for CM is low (17%) due to many change-major students. The CM program is increasing its efforts to recruit more undecided FTIC students and matriculate more students through the well-subscribed Gator Design and Construction at Santa Fe program. In addition, the CM program revised its curriculum and reduced the number of the required tracking courses to give the students flexibility to choose electives that would fit their current career path or interests. The College decided to increase our recruiting efforts by actively increasing the proportion of FTIC students. This could be accomplished by participating in the Preview and UF recruiting events. It is essential to continuously update and improve the quality of the admissions website and recruiting materials and retrofit and renovate college-wide facilities to attract high quality applicants to DCP. Another effort to increase the 4-year graduation rate was reducing length of the undergraduate degree in Landscape Architecture from five to four years implemented fall 2022.

1c.2 Retention

Actions for Improvement

In the fall 2022 semester, 130 out of 144 students (90%) of the DCP FTIC students returned for their second year in DCP. The percentage of DCP first-year students that returned to UF was 97%, close to the 98% for the previous year. With 97% of students continuing in UF for the last three years, the college aligns closely with UF, which is one of the best in the country when it comes to first-year student retention. Our goal is to achieve a DCP student retention rate above 95% through the following actions:

- Enhance DCP partnership with Career Connections Center
- Include a DCP Table/Workshop as a part of the Student Career Fair in partnership with Career Resources to offer guidance on career opportunities, resume building, etc.
- Conduct Exit Surveys with students to identify retention trends and needs.

Action Item 2): Ensure the continual advancement of current graduate programs and complement them with the strategic introduction of new programs and research centers.

2a. Number of admitted and matriculated students to DCP master's degree programs and their average GPA and GRE scores.

Actions for Improvement

The number of matriculated graduate students in DCP dropped from 197 to 141 from fall 2021 to fall 2022. The pandemic is partly responsible for this decrease. It is essential to increase the matriculation rate for master programs. Several strategies for increasing graduate enrollment have been implemented and a few are in progress. The Master of Integrated Sustainable Development (MISD) was approved last year and the first cohort of 8 students started Fall 2023. JaxLab, the new CityLab located in Jacksonville delivers the Master of Architecture Degree and was approved Fall 2022. The first cohort of 12 M.Arch students began Fall 2023. The master's program in Urban Analytics (MUA) was recently approved and we have begun recruiting for Fall 2024. Additional actions include:

- An open house for DCP master programs each fall to encourage undergraduate students pursue graduate studies at the master's level in one of the college programs.
- Recruiting undergraduate students from the UF College of Engineering, College of Business, and other DCP allied disciplines.
- Providing more scholarships and fellowships to recruit the most competitive applicants to DCP programs.

2b. Number of PhD applications, admission rate, matriculation rate, and average GRE score of matriculated students.

Actions for Improvement

The number of PhD applications and admitted students for this academic year was lower than the previous years but the number of matriculated students remained in the mid-twenties. The new STEM designation for DCP PhD program that was approved by Florida Board of Governors in July 2020 should have made the degree more attractive to many prospective applicants, especially international students. However, the need for a GRE score for our program when many other universities may no longer require it has caused some decline in application numbers. Highlighting more STEM-focused curricular offerings and specializations, such as artificial intelligence applications in the built environment research and practice, energy-efficient design and technologies for buildings, and urban analytics will better position DCP PhD program among competitors. The new DCP Collaboratory Facility, opening in Fall 2025, will support our recruitment and research efforts.

It is also essential to increase the number, diversity, and quality of the incoming DCP PhD students through the following initiatives:

- Increasing the number of graduate research assistantships supported by external research grants.
- Evaluate the requirement for a GRE score as well as college level petition and waiver options.
- Securing more financial resources and opportunities to recruit underrepresented minority students.
- Offering competitive stipends for PhD students to attract the best applicants.
- Recruiting graduate students from DCP master's programs
- Developing recruitment program that leverages the new DCP Collaboratory Facility (open Fall 2025)

Action Item 3): Provide DCP students the opportunity for an international and/or cross-cultural educational experience.

Measures for Action Item 3):

3a. Number of international programs offered by DCP.

Actions for Improvement:

DCP offers nine international programs. The newest program is a study abroad to East Asia for Graduate DCP Students that started in summer 2023.

3b. Number of international programs offered by DCP.

Actions for Improvement:

Our overall DCP enrollment in international programs has increased significantly since 2021, and is up nearly 70%, exceeding the overall 2018-2019 pre-pandemic enrollment of 120.

Action Item 4): Provide online learning opportunities.

Measures for Action Item 4:

4a. Enrollment of the online degree programs

Actions for Improvement:

In general, online degree programs are growing. However, enrollment in the Master of Sustainable Design (MSD) and Master of International Construction Management (ICM) are low. We have evaluated and implemented a new recruitment plan for the MSD program. The ICM program was closed, with a termination term Spring 2023 and a phase out term of Spring 2025.

4b. Number of online courses offered by DCP and their enrollment (excluding “a” above)

Actions for Improvement:

The decline in enrollment of ARC 1720, BCN 1582, and URP 3001 is continuing. These courses have a large enrollment from students outside DCP because they satisfy one of the Gen Ed requirement categories and are delivered online. One reason for the drop in enrollment could be the fact that UF students have access to more Gen Ed online courses during and after COVID-19. The other reason might be that both Quest 1 (Humanities) and Quest 2 (Social and Natural Sciences) courses are now mandatory and ARC 1720, BCN 1582, and URP 3001 are not Quest approved courses. We will continue to monitor enrollment in ARC 1720, BCN 1582, and URP 3001 and reassess action needed in the 2023-2024 Report.

GOAL 3 OUTREACH

Action Item 1) Establish and enhance connections to the alumni base of the College.

1a. Number of Alumni participating in the DCP alumni relation activities.

Actions for Improvement

Continue the momentum of the major renovation and expansion of the Architecture Building, which will undoubtedly draw more alumni to campus. There may be a dip in the on-campus engagement of alums while the project is underway, but ribbon-cutting and celebration events are anticipated to bolster alumni engagement.

1b. Number and value of alum donations to the College.

Actions for Improvement

Continue to increase the number and size of alum gifts to enhance the final phases of the facilities project through targeted development goals and tracking current and potential donors.

Action Item 2) Expand opportunities for collaborative experiences between units and their respective professional groups.

2a. The number of DCP faculty serving as members of professional society committees.

Actions for Improvement

The College continues to reinforce the value and importance of this form of scholarly service and will seek to provide more opportunities and support for these activities.

2b. The number of DCP faculty serving in leadership positions in appropriate professional societies.

Actions for Improvement

The College will continue to provide support and opportunities to enable faculty take up leadership roles in professional societies.

2c. Number of activities between DCP units and industry/advisory groups.

Actions for Improvement

We will continue to grow opportunities for interaction between our academic units and industry and practice-based advisory groups. This is critical for enhancing opportunities for our students through guest lectures, internships and job placements. All DCP academic units now have revitalized advisory boards that are actively engaged in program support and improvements.

Attached Files

XResponsible Roles: _____

