



**KENNESAW STATE**  
UNIVERSITY  
COLLEGE OF ARCHITECTURE AND  
CONSTRUCTION MANAGEMENT

## **2021 KSU Department of Architecture (KSU ARCH) Strategic Plan**

Kennesaw State University, Department of Architecture

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**Section 1 2021 Architecture Program Strategic Plan**

**2021 KSU Department of Architecture Strategic Plan**

Kennesaw State University, Department of Architecture

August 16, 2020                      KSU Department of Architecture Chair appointment of 2021 KSU  
Department of Architecture Strategic Plan Committee Chair and  
committee charge

May 15, 2021                      Approval of the 2021 KSU Architecture Program Strategic Plan by the  
2021 KSU Architecture Program Strategic Plan Committee

**Architecture Program Department Chair (Interim).....Ed Akins**

**Dean, College of Architecture and Construction Management.....Andrew Philip Payne**

**2021 KSU Architecture Program Strategic Plan Committee**

Giovanni Loreto (Chair), Timothy Frank

Respectfully Submitted,

Giovanni Loreto, Assistant Professor, Department of Architecture  
Chair, 2021 KSU Department of Architecture Strategic Plan Committee

### **Vision**

The Department of Architecture will continue to strive to be a nationally recognized program centered on building design excellence. Our history of professional and technological innovation will serve to promote environmental leadership and diverse community engagement with a focus on creative interdisciplinary systems thinking. We will emerge as the most influential professional Architecture program in the Southeastern region.

- Building design excellence
- Most relevant Architecture program in the southeast region

### **Mission**

At Kennesaw State, we fully prepare our students to excel in the profession of Architecture. Our NAAB accredited B.ARCH program is situated in the rapidly growing Atlanta region, where we provide a multitude of opportunities linking education to practice in support of curricular innovation and applied learning. Our dynamic faculty and facilities support core competencies and fundamental professional skills through a strong studio culture and interdisciplinary curriculum. Our students graduate with a holistic sense of the practice of Architecture to become lifelong learners.

- M1. Multi-scalar learning opportunities that support the design of a responsive built environment and a resilient educational model for future generations
- M2. Innovative approaches to the profession and Technology to achieve design excellence
- M3. An interdisciplinary STEM curriculum that fosters critical thinking and embraces the full breadth of architectural integration and environmental ethics/responsibilities
- M4. Leadership, shared governance, collaboration, and partnerships that demonstrate and expand our value and relevance (to the field of Architecture) through engaged learning

### **Vision and Mission Intersection**

- V1 Building design excellence
  - M1 Multi-scalar learning opportunities that support the design of a responsive built environment and a resilient educational model for future generations
  - M3 An interdisciplinary STEM curriculum that fosters critical thinking and embraces the full breadth of architectural integration and environmental ethics/responsibilities.
- V2 Most relevant Architecture program in the southeast region
  - M4 Leadership, shared governance, collaboration, and partnerships that demonstrate and expand our value and relevance (to the field of Architecture) through engaged learning
  - M2 Innovative approaches to the profession and Technology to achieve design excellence.

## Goals, Strategies, Objectives, and Tactics.

### V1 Building design excellence

#### M 1 Multi-scalar learning opportunities that support the design of a responsive built environment and a resilient educational model for future generations

##### Goal 1 Support Faculty Diversity and Specificity

Strategy 1 Address workload clarity and authorship.

Objective 1 The Department will reconfigure the workload expectation conveyed to the prospective part-time faculty with the actual workload of current faculty to better align what the prospective adjunct understands entering the program compared to the actual level of engagement needed to succeed in teaching in that curriculum area.

*Tactic 1 Charge DFC for revision of PT and Workload policies.*

*Tactic 2 Revision of Workload and PT December by 2022, Revision time every two years.*

Objective 2 Regarding faculty workload and compensation, the Department will actively seek strategies to adequately align workload and compensation (i.e. increasing salary or decreasing workload) in accordance with models established at peer institutions in the region while addressing nuances unique to our program, such as cost-of-living increases in the metropolitan area.

*Tactic 1 Increased pay for part-time faculty to teach studios (1.25 multiplier) and use it as precedent for full-time faculty.*

*Tactic 2 Create mechanisms to help and facilitate recruitment and retention.*

*Tactic 3 Differentiation of work between studio and lecture while exploring different modes for studio hours (morning, 2-days, seminar base, etc.).*

*Tactic 4 Represent contact hours through pay.*

Strategy 2 Promote exchange programs (visiting faculty/scholars).

Objective 1 In terms of collaboration with the professional and educational community, the Department will seek additional opportunities to outreach to professionals, introducing new forms of engagement while maintaining current forms.

*Tactic 1 Chair to explore R2-R2 peer faculty exchange.*

*Tactic 2 Fifth-year focus studio, rebranding for R2 support (Department).*

*Tactic 3 College-sponsored internal funds (College).*

*Tactic 4 Tenured faculty, 100% course released (University).*

Strategy 3 Enhance R2 Funding – SEED funds.

##### Goal 2 Expand local and global engagement

Strategy 1 DoARCH will identify resources to improve connection to communities of architecture practice.

Objective 1 Regarding connection to communities of architecture practice, the Department will assess the strength of current outreach to these communities to ascertain whether the connections to critical architectural practices in the Atlanta metropolitan area and the greater State of Georgia are satisfactory to the current student body.

*Tactic 1 Stipend position for connection to community (currently on pause).*

*Tactic 2 Linking membership in allied organizations to coordinator roles (i.e., BTSE with ETech, ULI with Urban, AIA with ProPractice, PCI with Structure, ASCE with structure, SESAH and CHSA with Culture, ARCC with Undergraduate Research and Thesis, Atlanta Regional Commission with QEP, DCA with DCom).*

Strategy 2 Explore Urban Studies as a vehicle for local-global study.

Strategy 3 Professional Community (support-partner-engage).

Strategy 4 Explore partnerships with local agencies and exchange with national/international schools.

Strategy 5 Foster the department identity on two levels: the inside understanding of the program and the outside perception.

Objective 1 DoARCH will seek national ranking or quantifiable national presence.

*Tactic 1 Office of development to reach out to alumni, advisory board, and local firms to gather support on ranking votes (Design Intelligence).*

Objective 2 Faculty and student associations to participate in national competition

*Tactic 1 Pair NOMAS, AIAS, APX and Faculty and participate in one national design competition per year.*

**M3 An interdisciplinary stem curriculum that fosters critical thinking and embraces the full breadth of architectural integration and environmental ethics/responsibilities.**

**Goal 3 Enrich engaged learning and quality**

Strategy 1 Augment Honors and Internship Courses.

Objective 1 DoARCH will improve the availability and differentiation of advanced courses.

*Tactic 1 Summer internship aligned with the QEP feedback process.*

Strategy 2 Enhance Regional / Global Opportunities for Students and Faculty

Objective 1 Development of awareness of DoARCH.

*Tactic 1 Engage students and faculty in benchmark conferences, conventions, and symposia.*

*Tactic 2 Engage national associations (BTSE, ULI, AIA, PCI, ACI, SESAH, CHSA, ARCC, DCA).*

Strategy 3 Foster Students' Leadership Skills

Objective 1 In offering leadership opportunities (i.e., student success, student associations, extracurricular activities, etc.) to students through curricular and extracurricular programming, the Department will continue to develop leadership skills so that program graduates can contribute proactively as junior architects in practice.

*Tactic 1 Move leadership assessment to second-year students.*

Strategy 4 Increase extracurricular options/offerings

Strategy 5 Evaluation and assessment

Objective 1 Given the preparation and practical readiness of program graduates, the Department will continue to evaluate on an annual basis how to best prepare students for entry-level architecture positions. To continue the

conversation with the DoARCH Advisory Board (AB) in order to develop tools and assess entry-level students' skills.

*Tactic 1 Plan Faculty and AB formal meetings.*

*Tactic 2 Annual feedback through surveys and the creation of a feedback loop/event.*

*Tactic 3 Develop matrixes for quality.*

## **V2 Most relevant Architecture program in the southeast region**

**M4 Leadership, shared governance, collaboration, and partnerships that demonstrate and expand our value and relevance (to the field of Architecture) through engaged learning**

### **Goal 1 Faculty leadership and shared governance**

#### Strategy 1 Formalized Mentoring

Objective 1 In terms of faculty mentoring, the Department will develop and implement a formal mentorship program to establish direct and recurrent lines of communication between senior and junior faculty. In terms of part-time faculty mentoring and orientation, the Department will develop and implement a formal mentorship and new faculty orientation program to establish direct and recurrent lines of communication between part-time faculty and department administration.

*Tactic 1 Explore the position of Assistant chair as the person in charge of developing and fostering a new formal mentoring program.*

*Tactic 2 Include CETL calendar events in Department's calendar.*

#### Strategy 2 Commitment to shared governance

Objective 1 In the share governance, the Department will develop a process to select chairs, coordinators, committee chairs, and members that provides clarity and consistency across the department cycling through these leadership positions, giving equitable access to leadership roles to all faculty in an appropriate manner.

*Tactic 1 Bylaw revision (quantity, selection process).*

*Tactic 2 Creation of 5th-year council.*

*Tactic 3 Re-establishment of the ACC.*

*Tactic 4 Add alignment of coordinators with external groups.*

*Tactic 5 (CoACM) Creation of a spreadsheet for monitoring starting and ending dates for coordination positions.*

**M 2 Innovative approaches to the profession and Technology to achieve design excellence.**

### **Goal 1 IMPROVE RETENTION**

Strategy 1 Explore Pre-ARCH for first-year students

Strategy 2 Vertical Studio / Grading scheme

Strategy 3 Student workload curriculum flow / Deadlines staggered

### **Goal 2 POST-ACADEMIC PREPARATION**

Strategy 1 Independent and dependent 5th-year options

Strategy 2 Thesis Prep becomes career trajectory: Office/M.ARCH/Build

Strategy 3 Establish a 5th Year Committee

**Goal 3 Increase students' skillsets**

Strategy 1 Create space in the curriculum for explorations in between accreditations

Objective 1 The Department will annually monitor the studio culture in order to maintain strong cultural standards and a positive studio environment.

*Tactic 1 End of the semester open house*

*Tactic 2 Repetition of skills in the curriculum*

Objective 2 The Department will continue seeking new ways to develop the curriculum, implementing changes that are both innovative and in line with the evolution of the professional practice.

*Tactic 1 Semester Conclusion Meetings*

Objective 3 Pertaining to student workload, the Department will reconfigure the workload expectation conveyed to the prospective student with the actual workload of current students to better align what the prospective student understands entering the program compared to the actual level of engagement needed to succeed within the curriculum track.

*Tactic 1 Coordination. The ACC to review student workload to address expected outcomes each year. The idea is that a student enrolled in a specific year will have a clear understanding of what the requirements are expected per each class.*

*Tactic 2 Establish direct communication to advisors.*

*Tactic 3 Improve QEP participation in courses.*

## **Section 2 2021 Architecture Program Strategic Plan Procedure**

### **The 2021 SPSU Architecture Program Strategic Plan Report Background**

In September of 2019, the KSU Architecture Program Chair appointed a specific taskforce of the KSU Architecture Faculty with an initial charge to design the 2020 KSU Architecture Program Strategic Plan. The 2020 KSU Architecture Program Strategic Plan Committee (SPC) immediately began the design of this 2020 SPSU Architecture Program Strategic Plan. In March of 2020, during the plan preparation, the COVID pandemic delayed the plan creation process, which was resumed in the Fall of 2020. In May of 2021, the process was completed for what was renamed the 2021 KSU Architecture Program Strategic Plan, which is intended to guide the KSU Architecture Program for the next five years (2021 through 2026) and will have a significant influence on the guidance of the Program for the next ten years.

### **The 2021 Architecture Program Strategic Plan Framework**

The 2020 KSU Architecture Program Strategic Plan Committee adopted the *Strategic Planning in Higher Education* framework (Tromp & Ruben, 2010), which is a blueprint for a comprehensive approach to strategic planning that can be applied regardless of the size or structure of the organization. This framework consists of seven major planning phases: 1) mission, vision, and values, 2) collaborators and beneficiaries, 3) environmental scan, 4) goals, 5) strategies and action plans, 6) plan creation, 7) outcomes and achievements. Figure 1 reports on the connection between the different phases.



*Figure 1. Adapted from Strategic Planning in Higher Education Framework (Tromp & Ruben, 2010)*

In underlying this framework, the SPC wanted to recognize that the process of planning is equally as important as the plan itself. The multiplicity of stakeholders and the expectations for shared governance played a significant role in the plan preparation in order for the plan to be effectively translated into practice. The SPC planned engagements in several phases: meetings with leadership to establish goals for the planning process; the development, distribution, and analysis of pre-planning qualitative surveys of faculty, students, staff, and other stakeholders, which become the basis for issue identification; a quantitative analysis to adequately address problems and resources; a written report providing feedback on the information collected during the quantitative analysis and any outcomes; the plan creation; and, post-report, which will be released on year after the plan adoption.

A modified *Strategic Planning in Higher Education Framework* was used to better grasp feedback from different groups (Figure 2). In this framework, *Mission and Vision Statements* help explain Departmental aspirations concisely, focus on what is important, and provide a basis for developing aspects of the strategic plan. These documents essentially offer a guide for developing and implementing the KSU ARCH goals and focusing on what is vital in the organization. *Collaborators and Beneficiaries* identify the major stakeholders and their needs, expectations, and satisfaction levels. The *Environmental Scan* considers the social, economic, political, regulatory, technological, and cultural environment in which the organization functions, including assumptions and potential challenges. *Goals* identify the organization's broad, high-level ambitions for *Strategies and Action Plans*. They are the formulation of the specific, detailed ways in which goals will be fulfilled and through which the approach and concrete activities needed to transform the organization are executed. The *Plan Creation* is the phase that clearly articulates the KSU ARCH Strategic Plan and serves to inform, influence, anchor, and guide the Department's future *Outcomes and Achievements*, which translates goals, strategies, and action plans into tangible and meaningful measures that can be used in monitoring outcomes and milestones and for assessing the ultimate impact of the planning effort.

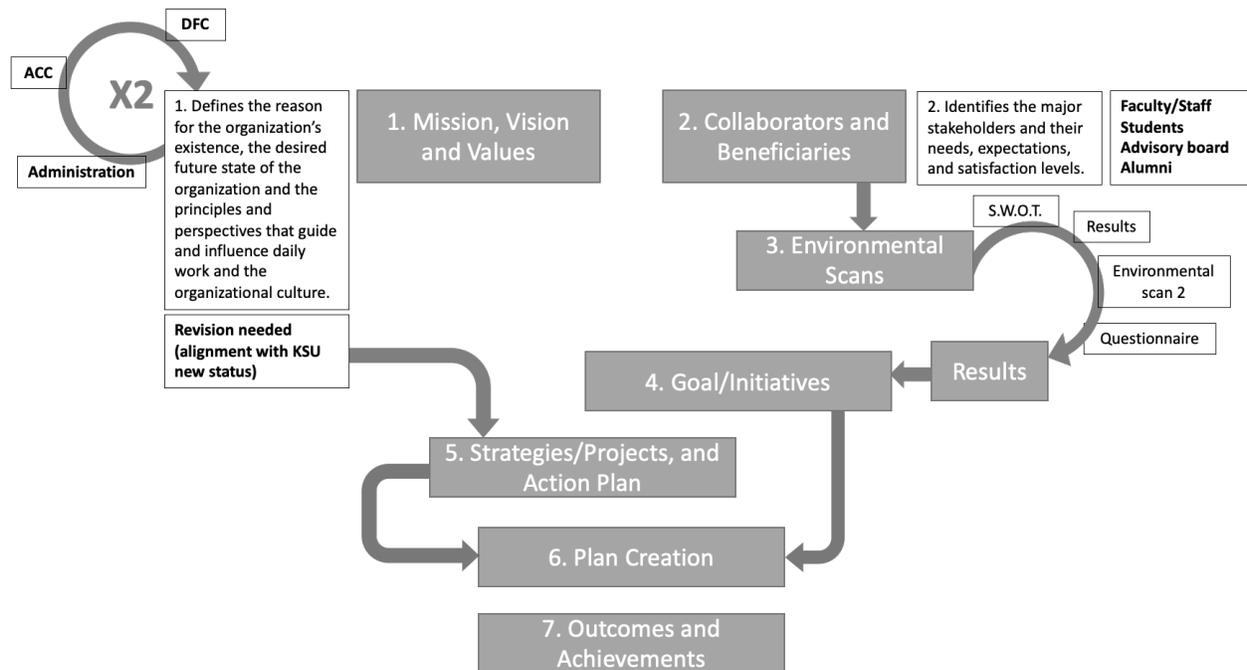


Figure 2. Revised version of the Strategic Planning in Higher Education Framework

### Timeline

To begin the work of the Committee, the SPC Chair called an initial Committee meeting shortly in September 2019 to discuss organization, scholarship for planning protocol, and scope of the Committee's work. Due to leadership changes, it was decided that the **Vision and Mission Statements** be reviewed later in the process when higher administration positions would have been filled. A timeline with the main steps in the plan preparation is reported in Figure 3, which connects the Framework phases of Figure 2 with a timeline. Below is a list of the meetings and main tasks in chronological order.

- September 2019. Committee formation and literature review.
- September-February, 2019. Focus groups.
- March 2020. Activities suspended due to COVID.

- June-August 2020. Data analysis.
- September 2020. Questionnaires preparation.
- October-December, 2020. Questionnaires distribution.
- January 2021. Data analysis.
- February-April, 2021. Drafting of objectives. Mission and Vision statements and Goals elaboration.
- May 2021. Plan creation. Alignment of Mission, Vision, Goals, Strategies, Objectives and Tactics.
- June 2021. Plan adoption.

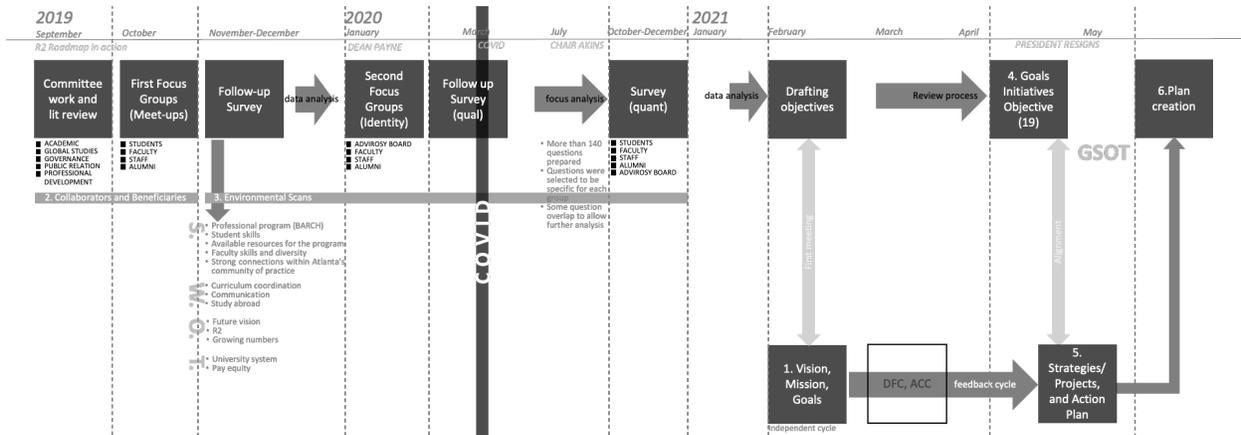


Figure 1. 2021 KSU Architecture Program Strategic Plan Timeline

### 2021 Architecture Program Strategic Plan, Vision and Mission Statements

The earliest committee meetings focused on examining the **Vision and Mission** stated in the 2012 Strategic Plan. The statements were found inadequate to address the changes in the University size and scope (e.g., from SPSU to KSU, KSU R2 mission, Department growth).

The two statements were developed using a top-down approach (from the Administration to the Committee to Faculty) paired with a feedback cycle.

*Step 1. Gathering targeted 10 information.* The first step was to define the issues that matter most to members of the community by conducting listening sessions with members of the community (stakeholders like faculty, students, staff, etc.) to gather ideas, thoughts, and opinions about how they would like to see the Department transformed. These meetings were led by a facilitator, who guided the discussion of what individuals perceived as the community’s strengths and problems and what people wished the Department was like. Non-formal meetings were also conducted. It was essential to keep records of meetings, and transcripts of what was said provided a basis for subsequent planning.

*Step 2. Chair/Dean provides the first draft.* Based on the information gathered, the Chair of the Department drafted the first version of the statements to be *concise, outcome-oriented, and inclusive*.

*Step 3. Mission and vision statements are shared with to faculty for feedback.* Once the Chair/Dean developed the first drafts of the vision and mission statements, the next step is to gather feedback from the faculty. This task was assigned to Department Faculty Council (DFC). This step was essential to make sure that the statements together capture the spirit, beliefs, and desires of the Department in its entirety. The DFC planned meetings to gather stakeholders' feedback.

*Step 4. Obtain consensus on vision and mission statements.* Feedback obtained were addressed and supportive documents were shared along with the final statements.

### **Collaborators and Beneficiaries**

Four groups were part of this list, as reported below, and engaged in the strategic plan activities:

- Students
- Faculty
- Staff
- Outside community (through the Department of Architecture Industry Advisory Board)

### **Environmental Scan**

#### **Strengths, Weaknesses, Opportunities, Threats (SWOT) Procedure**

In order to perform an Environmental Scan (i.e., acquisition and use of information, trends, and relationships in the Architecture Program's environment), a Strengths, Weaknesses, Opportunities, Threats (SWOT) Procedure SWOT was implemented. The SPC held seven (9) Focus Group meetings and published nine (9) follow-up surveys to conduct an environmental scan of the following Shareholder Groups (i.e., groups that are affected by and/or have an interest in the operations and objectives of the KSU Architecture Program):

#### ***Student Focus Groups***

1. First and Second years Students – Focus Group Meeting: Wednesday, September 11, 2019, at 6:00 pm (D2 Auditorium)
2. Third and Fourth years Students – Focus Group Meeting: Wednesday, September 18, 2019, at 6:00 pm (D2 Auditorium)
3. Thesis Students – Focus Group Meeting: Wednesday, October 2, 2019, at 6:00 pm (D2 Auditorium)

#### ***Faculty Focus Groups***

4. Lectures – Focus Group Meeting: Thursday, October 17, 2019, at 2:00 pm (MatLAB)
5. Tenured faculty – Focus Group Meeting: Wednesday, November 6, 2019, at 12:30 pm (MatLAB)
6. Tenure-track faculty – Focus Group Meeting: Wednesday, November 13, 2019, at 12:30 pm (MatLAB)
7. Part-time faculty – Focus Group Meeting: November 18, 2019, Monday at 12:30 pm (MatLAB)

#### ***Staff Focus Group***

8. Staff – Focus Group Meeting: Wednesday, November 20, 2019, at 12:30 pm (I1 113)

#### ***KSU Architecture Program Advisory Board Focus Group***

9. Advisory Board – Focus Group Meeting: Friday, February 14, 2020 (MatLAB)

Comments were solicited by the SWOT and Survey at each Focus Group meeting in the categories of Strengths, Weaknesses, Opportunities, and Threats (SWOT). The general procedure at each Focus Group meeting follows:

1. Advertise the meeting dates via direct email notification, announce the date at general faculty meetings, provide email reminders and post flyers in the Architecture Department building.
2. Begin each Focus Group meeting with a digital slide presentation introducing the 2021 Strategic Plan Committee, the history of Strategic Planning and NAAB Accreditation in the KSU Architecture Program, an overview of the planning process, and a detailed explanation of the agenda for the meeting, including the SWOT procedure and the role the SWOT analysis would have in the Strategic Planning process.
3. Moderators listed all comments from members of the respective Focus Groups in a table with headings for S (Strengths), W (Weaknesses), O (Opportunities), and T (Threats) as well as general questions and a solicitation for any comments a group member may wish to be heard and/or discussed. As the moderator encouraged the discussion, the remarks of the groups were recorded.
4. After each focus group, the SPC distributed an anonymous follow-up survey to capture additional data from the meetings.

5. After each Focus Group meeting, the SPC convened to cross-check that all comments had been recorded. The comments were then recorded in a digital document and archived for use with the subsequent Questionnaire for each respective Focus Group.

### **Strengths, Weaknesses, Opportunities, Threats (SWOT) Summary**

Some of the most recurring feedback from the meeting are reported below. The letters in squared brackets represent: (F) for Faculty, (S) for Students, (SS) for Staff, and (A) for Advisory Board.

#### ***Strengths***

- The pedagogical threads within the Architecture Program and professional program (BARCH) that prioritizes student learning and growth toward professional architectural practice. [F, S, SS]
- Student skills: the potential of our community engaged students to become highly skilled architects that compete with graduates from other programs in the region. [F, A, S]
- Available resources for the program: well-resourced program for students, especially with regard to building, lab, and shop facilities. [F, A, S, SS]
- Faculty skills: the diversity of faculty expertise, including a balance of those with academic specialization and those with practical experience and strong connections within Atlanta's community of practice. [F, A, S]

#### ***Weaknesses***

- Consider a less overwhelming curriculum workload that is more tolerant of failure and first-generation college students. [S]
- Better coordinated curriculum track across all five years, such that each course sets the foundation for the next and subsequent coursework builds off the former, in service of a clearly defined set of program goals. [F, S]
- Focus more and better prepare students for a hands-on professional architectural practice, including the introduction of architectural internships for course credit in the curriculum. [F, S]
- Study-abroad Programs: support and empower independent study abroad programs so that it's integral to the culture of the program and central to the undergraduate curriculum track [F, S]
- Future Vision: strong leadership with a clear vision and direction for the department is desired, including one that makes direct linkages between faculty and the advisory board. [F, A]
- Administration/Faculty/Staff Communication: open and improve lines of communication between faculty, staff, and administration. [F, A]

#### ***Opportunities***

- Coursework: Developing more interdisciplinary projects with allied disciplines across campus. [F]
- Future Vision: program growth in terms of additional students, programs offered, and facilities. [F, A, S, SS]
- Outreach and Volunteerism: Programs that connect students to local and national organizations. [F, S, A]

#### ***Threats***

- Program: stronger programs in the region. [F]
- Funding: pay inequity compared to peer institutions and professional industry. [F, A]
- Future Vision: changing demographics. [F]
- University System: A new and unpredictable university affiliation with questionable governance practices. [F, A]

### **Design of the Quantitative Focus Group Questionnaires**

From the comments recorded in the SWOT categories for each Focus Group, in person and in the follow-up survey, the SPC held several meetings to determine which comments would be examined further by publication of a Questionnaire to the larger membership represented by each Focus Group. Survey and

SWOT comments were grouped and analyzed as to their potential to elicit a response that would help to quantify whether or not a particular question merited a strong response, positively or negatively or neutral, to the intent of the question. Five (5) online Questionnaires were published to each Focus Group as listed below (in parenthesis the response rate):

1. Student Questionnaire (41%)
2. Full-Time Faculty Questionnaire (87%)
3. Part-Time Faculty Questionnaire (55%)
4. Advisory Board Questionnaire (33%)
5. Staff Questionnaire (100%)

### **Note as to the Scientific Validity of the Questionnaires**

The SPC made no pretense that this was a scientifically designed Questionnaire, as that would be well beyond the credentials of the committee members and the design of a scientifically-analytical survey was not the committee's intent. The questions appearing on the Questionnaires were to solicit views and data to facilitate the SPC's awareness of faculty concerns, some of which would be helpful in the Strategic Planning process, and to give a degree of quantification to the SWOT comments made at each Focus Group meeting. The Survey and SWOT Subcommittee members agreed that the results of the Questionnaires would be informational only and not defined as scientifically or analytically accurate or binding. The Questionnaires were an important component of the planning process, but they were only one part of the planning process.

### **Procedure for the Analysis of Questionnaire Results**

The SPC utilized the summary tools provided by the web-based survey application software (Qualtrics) as well as an analysis protocol developed by the committee. The software provided the number of invitations sent, responses received, the number of responses to each question, and the percentage of responses for each answer to each question. The Questionnaires were in Likert scale format. All Questionnaire results, with percentages of responses for each answer, are in the Appendix of this document.

### **Determining the Relevancy of the Questionnaire Results**

The SPC reviewed all responses from all questions of all five (5) Questionnaires and determined the relevance and hierarchy of those questions that would substantially influence the 2021 Strategic Plan. This relevancy was determined by a methodology of three (3) steps as follows:

**Step One (1)** was primarily intuitive. The committee members reviewed the results of the Questionnaires, compared those results with the Survey and SWOT comment summaries and made the first draft of Goals and Objectives for consideration based upon, but not limited to, the Questionnaire results.

**Step Two (2)** was quantitative. A relative, numerical value was assigned to the answers for each question of each Questionnaire. Values were assigned to the answers for each question as follows: Strongly Agree (5); Agree (4); Neutral (3); Disagree (2); Strongly Disagree (1).

Average and standard deviation values were computed per each question. These assigned values identified which questions on which Questionnaires elicited a response from a respective group more strongly to the "Agree" or "Disagree" side of a neutral response. Those questions eliciting a definitive "Agree" or "Disagree" were considered to influence on the design of the Strategic Plan.

**Step Three (3)** in the evaluation process was to compare the intuitive compilation of questions from Step 1 with the quantitative collection from Step 2. Any outlier questions were discussed, and a decision was made as to their disposition.

**Step Four (4)** was devoted to compiling similar Questionnaire responses. The SPC grouped similar questions from the five (5) Questionnaires and subsequently began to produce the first Draft of the 2021 Strategic Plan.

**Plan Creation**

A Goals/Strategies/Objectives/Tactics (GSOT) format was adopted in drafting the plan. In this framework, Goals are the broad primary outcome, Objectives refer to a specific approach that will be taken to achieve a goal. Objectives are measurable outcomes of the strategies, and Tactics are the tools used to implement the strategy.