Ball State University
College of Architecture and Planning

Visiting Team Report

M. Arch
Track I (Pre-professional degree + 46 graduate credit hours)
Track II (Undergraduate degree+ 104 graduate credit hours)

The National Architectural Accrediting Board
13 February 2013

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I.   Summary of Team Findings

1.   Team Comments & Visit Summary

The team conducted this 2013 visit to the Architecture Department at Ball State University during a time that, in many respects, mirrored the environment of the program at the time of the previous NAAB visit. In that regard, as the program has worked over the past six years to more fully transition the curricular framework of the former five-year M. Arch degree program into the present-day "4+2" year Track I degree program, the introduction of the "Career Change" Track II program has added an additional facet of responsibility for the program to develop. The Track II program, which allows non-architectural pre-professional graduates the opportunity to add to and enrich the overall sum of the architectural student body, is a challenge to both integrate into the program on equal footing with the Track I program, while also a challenge to evaluate and prepare Track II students for the prerequisite knowledge sets of the graduate architectural curriculum at Ball State. However, the visiting team observed that the faculty and staff of the program are successfully meeting this continuing transitional challenge, and that the program has as a result two unique professional degree paths for students to pursue.

A strong interdisciplinary spirit does exist within the College of Architecture and Planning (CAP) and its departments. As well, a healthy interdisciplinary research relationship exists between the Architecture Department and other professional programs on campus. One of the most defining elements to the Architecture Department at Ball State is the range of specialized centers and resources available to the program at large. Included in these are: the Institute for Digital Fabrication, the Center for Energy Research/ Education/ Service (CERES), the newly-opened CAP Design Build Lab facility, and the Institute for Digital Intermedia Arts (IDIA), to name a few. The existence of these centers and resources help to further enrich a culture of discovery within the program, and will undoubtedly be of help in promoting the program as the Architecture Department works to increase its national stature, while also working to align itself with the recently approved institution-wide 2012-2017 strategic plan.

Uncertainty had been raised by the program in the 2012 APR regarding changes in the baseline Tuition-revenue funding model as established by the state legislature, and the impact that model has upon financial resources available to the program. By the time the team had arrived on this visit, decisions had been made to solidify the funding formula. It appears that sufficient funding exists to support the program, thanks greatly to the strong reputation that both the Architecture Department and the CAP hold within the institution. Therefore, given that the program will be working to develop its own strategic plan to align with the institution-wide strategic plan, it will weigh both the issues and factors to future growth, program focus, and even the question of future facility construction or renovation. Therefore, the visiting team is seeing a program at the time of this visit very much at a point of self-reflection as it looks to its future steps.

Overall, the team observed an open dialogue between faculty, staff, and the student body, and students in general highlighted their accessibility to faculty. Elsewhere, the team recognized both limitations in the number of staff personnel due to reduced budgets, and the limitations of job descriptions due to the state classifications that are currently in place. That said, the visiting team recognized the mutually-expressed atmosphere of respect and value between faculty and staff.

Complementing the range of Track I and Track II curricula is a professed ethic by the program to respond to the institution's challenge of "Immersive Learning," particularly in the area of student exposure and experience within the architectural professional workplace. Through an effort by faculty to engage local professionals into the studio process as well as an established focus on student internship through the 'ARCH 555 -Away Experience' program, students gain invaluable experience in the workplace that enhances their future studio experiences, while preparing them for their professional future. This essential 'adoption' by the local architectural professional community of Indiana is a reflection of how that community regards, and wishes to engage the

only public NAAB-accredited program within the state. In addition to professional experiential opportunities, other programs such as the 'World Tour' and program-wide 'Field Trip Week' programs offer opportunities for non-regional and global exposure to students during their matriculation at Ball State.

In closing, the team wishes to extend our heartfelt thanks to the faculty, staff and students of the Architecture Department, as well as the leadership of the College of Architecture and Planning (CAP), for their graciousness, hard work in preparation for the visit, and kind attention to the team during our visit.

2. Conditions Not Met

11.1.1 Student Performance Criteria
        B.7. Financial Considerations
        C.7. Legal Responsibilities
        C.8. Ethics+ Professional Judgment
        C.9. Community and Social Responsibilities

3. Causes of Concern

A. Staffing issues pending to be addressed and previously identified in the 2007 VTR: The range of technical and support staff is sufficient, although with a graduate program, there seems to be a need for advising to be addressed more holistically. Since the last visit, staff numbers have remained the same, while the number of professional graduate students and the demands on the program have increased. Overall a competent staff is stretched thin, though staff appears to be capable of addressing current departmental needs. Work specific to the graduate program requires additional work load that is currently not performed by staff that are more proficient in undergraduate program responsibilities.

B. SPC B.7. Financial Considerations: Although course syllabi in ARCH 520 - Professional Practice and some high-pass course work observed in ARCH 602 - Final Project Studio pointed to construction cost-related curriculum in the program, no student work or course materials were found by the team that demonstrated fundamental understanding of building costs, acquisition costs, or building operating costs. This concern is listed since the criterion in question remains unmet since the previous team visit.

C. IDP communication effectiveness and Internship Facilitation: The department currently places importance on the educational learning in the required internship but a more effective communication of the IDP process will lessen frustrations on the part of students and avoid potential loss of IDP credits. It will also allow students to earn IDP credit before they enter the internship program. Students noted that the department was not helpful in assisting them in finding internships outside of known firms in the Indianapolis area.

D. Student engagement activities (graduate level): There is concern related to the engagement of students at the graduate level outside of studio. A majority of those involved in student organizations (such as AIAS and NOMAS) and supplementary experience not defined by curricular objectives are students enrolled at the undergraduate level. Student engagement with departmental structure and governance could be more fully realized as an asset to propel and strengthen the program.

E. ARCH 520 Professional Practice: The visiting team expressed concerns about the volume of criteria that were to be demonstrated through material in this course. During the review of this course's material, presented student work represented a small percentage of the realm C criteria.

F. SPC A.10. Cultural Diversity: The visiting team was able to find evidence of this criterion through a broad range of student work in ARCH 503 - Research Methods and A RCH 603 - Final Project Prep. However, the evidence of understanding of this criterion was not demonstrated in the courses listed on the matrix as provided by the program. The visiting team found evidence of this understanding in studio projects where students self-selected the subjects, rather than in work responding to explicit curricular objectives related to the understanding of cultural diversity and its role within architecture.

4.   Progress Since the Previous Site Visit (2007)

2004 Condition 6, Human Resources: *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Previous Team Report (2007): The department of architecture is comprised of diverse faculty members in terms of both institutional background and approaches to architectural education. The architecture curriculum is implemented with 1:15 teacher-student ratio (or less) in studios, seminar and elective courses. The college provides its students and faculty with two staff members with expertise in information technology and two staff members for the CAP library. Each of these four staff members are assigned student assistants.

A s the graduate program expands its enrollment, recruiting, advising, career planning, graduate assistantship and scholarship management, and the simple nature of graduate education suggests expanded staff and administrative resources. These needs are currently met as an overload to department staff that are already taxed. The modest teaching release for the graduate program director is tied to an equally modest (current) program enrollment.

         2013 Team Assessment: This condition has now been met, though refer to the cause of concern listed prior to this section in 1.3 A .

2004 Criterion 13.17, Site Conditions: Ability to *respond to natural and built site characteristics in the development of a program and the design of a project*

Previous Team Report (2007): This criterion is only partially met. Learning outcomes of two studio courses (A RCH 401 & 501) demonstrate students' ability to analyze and respond to *primarily* built site conditions in the development of the design project. Strategies for responding to natural environments remain mostly unexplored, or undocumented for the team's review.

         2013 Team Assessment: This criterion has now been met.

2004 Criterion 13.22, Building Service Systems: Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Previous Team Report (2007): This criterion is partially met. The curriculum matrix in the APR identified Arch214, A rch314 and Arch401 as the documentation for fulfilling this criterion. Based

on the syllabus, Arch214 is focused on sustainable design concepts as they related to energy conservation. The primary project presented was an assessment of the CAP building. There is no evidence of a focused building service systems presentation and/or discussion in this course. Arch314 focused on a small residential project and included design, systems integration and construction documentation. The systems addressed in this course were basic. No evidence was found of a larger and more appropriately comprehensive presentation of building service systems in this course. One of the syllabi in Arch401 refers to a focused consideration of ..... "environmental systems." However, the evidence of that focus was not found.

Arch373: Environmental Systems was not indicated in the curriculum matrix as contributing to the fulfillment of this criterion. However, it substantially fulfills the requirements for the basic principles and appropriate application and performance for plumbing, electrical distribution. However, no evidence was found in the syllabi, or documented student work that related to vertical circulation, communication, security and fire protection.

> **2013 Team Assessment:** This criterion has now been met.

2004 Criterion 13.23, Building Systems Integration: Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building* service *systems into building design*

Previous Team Report (2007): Work exhibited did not demonstrate the *ability* to integrate building systems. The student work addressed systems integration only at a small residential scale in course 314. This team felt that the criteria of "ability" should be demonstrated on a larger scale project where the building systems and life safety issues are more complex, requiring relevant principles to coordinate and resolve the integration of these systems.

This team has discussed this issue with the faculty, and they acknowledge that there are weaknesses in this area. Faculty believes this may be in part due to the transition from the five-year program to the 4+2 program. Faculty showed prior course work to the team that demonstrated the abilities, however the course work/content is currently not offered.

Additional work presented from course 314 during our visit demonstrated an "understanding" as opposed to "ability" level.

> **2013 Team Assessment:** This criterion has now been met.

2004 Criterion 13.25, Construction Cost Control: Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Previous Team Report (2007): This criterion is partially met. The understanding of building cost and construction estimating is adequately addressed in ARCH 559 (previously ARCH 459). Documentation in the form of student projects is provided that supports this conclusion.

ARCH. 429 (previously ARCH 552) - ENVIRONMENT AND CULTURE addresses cost estimating in the programmatic phase only.

There is no evidence that students gain an understanding of life-cycle costing.

> **2013 Team Assessment:** This criterion remains not met per comments listed in student performance criteria B.7 Financial Considerations and in Section 1.3.A of this report-Causes of Concern.

2004 Criterion 13.28, Comprehensive Design: Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Previous Team Report (2007): The criterion is evidenced by the 401 studio and is unmet. The 401 studio is unclear in regard to satisfying its curricular agenda and pedagogy across multiple sections. The student outcomes, required texts and the written focus of the studio by section varied broadly.
A two-part studio in the B. Arch program previously satisfied the comprehensive design studio criterion. The 401 studio presented to the team, is newly cast and its shortcomings appear to be the result of inadequate planning and communication with regards to this criterion.

2013 Team Assessment: This criterion has now been met.

II. Compliance with the Conditions for Accreditation

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

Part One (I): INSTUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2013 Team Assessment: The program has fulfilled the requirement of describing its history, mission and culture and in its mission statement defines its purpose within contemporary architectural conditions. We find evidence that the program benefits the institution by increasing immersive learning opportunities for students. As the only public architectural degree program in Indiana, the program also adds to the uniqueness of Ball State University among other state Universities and brings distinctive design thinking within the University setting.

I.1.2 Learning Culture and Social Equity:
- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff— irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the*

program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which in each person is equitably able to learn, teach, and work.

2013 Team Assessment: The program has met all requirements in this section. Information provided in the team room on stated policies indicate that both the program and institution have in place an equitable environment for learning, teaching, and working for all students, faculty and staff. The Studio Culture Policy first instituted in 2001, was recently revised with direct student participation, although some student feedback indicated that a stronger faculty response to this Policy would be helpful. As for what was physically observed by the visiting team, the program has a positive and inclusive learning culture that exhibits a defined interest in innovation, and the institution-wide strategic goal of "Immersive Learning". Given the wide range of specialized centers and resources available within not only the Architecture Department, but also the CAP in general, the visiting team identified a vibrant learning culture that is accessible and inclusive not only to faculty, but students as well.

The institution is committed to diversity as evidenced in policies and communications, and in a variety of programs set to recruit and retain minority students and a culturally diverse faculty. The program has developed its own criteria and procedures to achieve equity and diversity in faculty stating the desire to "include more women, under-represented minorities, and ethnically diverse faculty in all faculty ranks." Since 2007 one woman and one man have received tenure and promotion, and two men have been promoted. Of the current twenty six tenured and tenure-track faculty, 19% are women. Since 2007 ten fulltime faculty including the dean, chair and associate chair, have been hired of which two are women. The program follows institutional criteria and procedures for diversity in the student body. The number of students in the M. Arch program capped in 2009 and has since decreased slightly. The number of women in the M. Arch program has decreased at a higher rate than men. The number of Black, Hispanic, and other under-represented minorities in the program is less than 2%, while in the university it is above 6%. The faculty participate in the development of policy at the university level. This includes developing and establishing policies regarding harassment and discrimination. Policies regarding academic integrity are university-wide.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

    A. **Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

    [X] The program is responsive to this perspective.

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[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate.* Carnegie Foundation for the Advancement of Teaching. 1990.

2013 Team Assessment: The program is an important and essential component of the College of Architecture and Planning (CAP). It is one among several units within CAP collaborating with various centers and institutes including: The Center for Historic Preservation, the Center for Energy Research / Education / Service (CERES), the Institute for Digital Fabrication, the Institute for Digital Intermedia Arts (IDIA), as well as a number of community-based projects with local, regional, national and international impact. The institutes and centers facilitate interdisciplinary work with other departments within the institution, and inter-university partnerships also exist, as is the case of the 2013 Solar Decathlon competition. The program hosts in partnership with landscape architecture and urban planning, alumni, faculty and students symposia and lecture series open to the university community and the general public. The program participates in the CAP's 'Field Trip Week' when students and faculty travel locally, nationally, and internationally. As part of CAP, the program also hosts every three years the 'World Tour' studio abroad program. The program attracts students with high academic credentials. They make manifest the quality of the program and the institution through winning design competitions nationally and internationally. The department of architecture is involved in the expansion of the university's international initiatives. Architecture faculty are actively involved in university major goals: immersive learning and emerging media. The program attracts scholars and researchers. The technical support staff avails the program and the university with unique capabilities ranked nationally.

B. **Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2013 Team Assessment: The program provides students with a cornucopia of academic opportunities that allow for holistic preparation to enter the profession of architecture. The program's integration of internship / away experience in Arch 555 – Away Experience showcase a commitment to producing future leaders within the profession of architecture and related disciplines. The commitment of the faculty has been expressed as a vital component to a continuing energy that exists not only amongst the students, but faculty peers. As the program and university focus on recruitment the topic of diversity will undoubtedly be strengthened and built upon. As well, the Track II "Career Change" program offers an added value of intellectual diversity to the M. Arch program through the introduction of peer students in other disciplines into the CAP.

That said, there is concern related to the engagement of students at the graduate level outside of studio. A majority of those involved in student organizations (such as AIAS and NOMAS) and supplementary experience not defined by curricular objectives are students enrolled at the undergraduate level. Student engagement with departmental structure and governance could be more fully realized as an asset to propel and strengthen the program.

C. **Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2013 Team Assessment: The students are well prepared for an internship situation upon graduation. The internship that is required as part of the curricula of both Track I and Track II programs is notable and seen as a strength of the program. However, students mentioned that the department was not helpful in assisting them in finding internships outside of known firms in the Indianapolis area. The students are aware of who the IDP Coordinator is and that there is a process for licensure. Other than being told that they must sign up for IDP, some students felt that they were then on their own and not enough information or assistance was provided to help them through the process. IDP is mentioned in the course ARCH 520 – Professional Practice, but some students were still confused about it when asked. Some students were not aware of the earlier entry date available for students for enrollment in the IDP. As well, the visiting team noted that IDP workshops were offered by the local AIAS component, though it is not the responsibility of the AIAS to provide needed information and support on the IDP. These observations indicate that the program has an informational system is in place regarding IDP, but that improvements could be made by the program regarding the effectiveness of communicating this information.

D. **Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2013 Team Assessment: The visiting team observed a strong and healthy relationship between students learning within the studio environment and the local and regional architectural professional community as evidenced by participation of alumni in design critiques, competition judging and annual alumni symposia. Faculty regularly facilitate early student engagement via networking and professional environment exposure opportunities, and a strong percentage of the program faculty also work as practicing architects in Central Indiana. In addition, the framework of required student internship through ARCH 555 – Away Experience builds an additional level of experience for students in preparation for the expectations and responsibilities of working in the profession.

E. **Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2013 Team Assessment: The program is responsive to this perspective. Examples of note in program responsiveness included community-based projects and projects abroad including, Haiti, Sri Lanka, India, and Australia. A strong group of students lead three organizations related to the architecture department: AIAS, USGBC, and NOMAS. Through conversations between the visiting team and these organization leaders, each is also engaged in public service activities including but not limited to Habitat for Humanity. There are also opportunities for graduate students within the program to also participate in these activities.

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes meet the standards as set by the NAAB.

2013 Team Assessment: The program has a process in place for the identification of future organizational improvement objectives aimed towards advancement of the program. Since the previous team visit, the program had in place a four-goal action plan aligned with the previous institution-wide strategic plan whose goals the program had indicated have been met by the end of the 2012 strategic plan period. Given the recent issuance of a new 2012-2017 strategic plan for the entire institution within the last two months, the program had instituted an event – Advance 2012 – which allowed program faculty to objectively evaluate where the program stands today. This event is the first of multiple actions the program, including formal strategic planning, to both align the program with the new institution-wide strategic plan and to establish objectives for future improvement.

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:
- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
    - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
    - *Individual course evaluations.*
    - *Review and assessment of the focus and pedagogy of the program.*
    - *Institutional self-assessment, as determined by the institution.*
The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

2013 Team Assessment: The University mandates a comprehensive program review every five years. At the program level faculty members and administrators meet in regular faculty meetings, and retreats to discuss strengths, weaknesses and opportunities. The department of architecture and the CAP are currently working on a plan to align with the university's recently released strategic plan 2012-2017. In the last several years, the faculty have discussed their progress as a program in achieving the previous Strategic Plan. The program's faculty meet every semester to review and assess student work identifying achievements and challenges. External reviewers are invited to critique the M. Arch final projects to check both the quality of the work and the program. The department of architecture also surveys alumni and employers.

The chair meets with the representatives of the student body monthly, while the department issues annual online survey to prompt feedback from students. As well, the Institution regularly conducts student course evaluations regarding student assessment of course effectiveness.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
  - o *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
  - o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - o *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - o *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - o *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - o *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2013 Team Assessment: The program has a good mix of full and part-time instructional faculty and administrative leadership. Since the last visit, additional release time for the director has been provided. The current student/faculty ratio for both studio and non-studio courses is a strength of the program. The teaching workload of faculty allows faculty to do research/creative activities and the number of courses is less than that of other faculty on campus. The program provides opportunities for faculty to pursue professional development although travel funds are limited. Tenure and promotion guidelines are documented; current guidelines allow for practice as part of promotion, which is good for the architecture faculty. The range of technical and support staff is good, although with a graduate program, there seems to be a need for advising to be addressed more holistically. Since the last visit, staff numbers have remained the same and overall a competent staff is stretched thin, though staff appears to be capable of addressing current departmental needs. Work specific to the graduate program requires additional work load that is currently not performed by staff that are more proficient in undergraduate program responsibilities. Personnel policies were provided in the team room. The IDP Coordinator is appointed and has attended the IDP Coordinator training, and students are aware of who the coordinator is.

- *Students:*
  - o *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  - o *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

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[2] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

2013 Team Assessment: The admissions policy and process are clearly stated in the college's website. Graduate admissions is handled directly by the department and as part of the admissions process, a sheet is entered into the students record recording which course needs to be taken. The program provides many opportunities for all its students to participate in learning experiences outside of the classroom through lecture series, visiting scholars, special faculty and student symposiums, and workshops. Students in the graduate program participate in these activities and are highly encouraged to participate in field trip week each fall, where students and faculty go on trips to different parts of the country, Canada, or other parts of the globe.

I.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

2013 Team Assessment: An organizational chart is included in the 2012 APR, as well as a description of responsibilities. There is communication among the various components as attested by conversations with Vice-Provost, Dean, Chair, Associate Chair, and Director of Architecture Graduate program, as well as the Chairs of Landscape Architecture and Urban Planning. Conversations with faculty and staff verify the stated administrative structure reflects the operations of the program. Evidence of the access the CAP and the program have to the institution's higher administration can be seen in the recent meeting the university's president had with the faculty and CAP administration to talk about new initiatives for the college and the institution.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2013 Team Assessment: Departmental committees and the designation of members follow university policies that mandate equity. General departmental meetings include tenured/tenure-track faculty, contract faculty, staff and student representatives. Members of committees at the department level are elected by the faculty. These committees appoint members to college and university committees. There are curriculum committees at the department and college level. Faculty meetings allow discuss issues affecting program, and determining direction for resolution. The Dean and the program chair meet with student organizations leaders, and with studio representatives. A list of other degree programs is included in the APR: a Bachelor in Architecture (BA or BS), a Bachelor of Environmental Design (BAED or BSED), a Master of Science in Historic Preservation (MSHP), a post-professional Graduate Program in Architecture (currently on hold), and a Graduate Certificate in Digital Design and Fabrication.

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2013 Team Assessment: Facilities meet this requirement for an environment that encourages and cultivates a healthy learning atmosphere. The program has clearly reached capacity and is challenged by space limitations, resulting in the stagnation of growth in faculty, staff, and student body. The recent addition of the CAP Design Build Lab across the street from the CAP Building will foster an educational environment focused on hands on experience.

Discussions with the institution in general revealed that CAP was "at the top of the list" for a state legislative request for $25 Million in funding to be put towards a new building or renovation. Conversations of the future facilities are in a very early stage and subject to the development of the department and college level strategic planning objectives.

The program benefits from a variety of lab spaces specialized to meet particular research and studio activities of the program. Lab spaces include simulation lab, CNC lab, digital lab, design build lab, IDIA lab, and CERES lab.

I.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the program

2013 Team Assessment: At the time of writing the APR prior to this visit, concern existed regarding continuing uncertainty in the formula for establishing statewide institutional baseline funding. Since that time however, the status of this funding model as established by the state legislature has solidified to one which recovers approximately 5-6% of tuition base funds from across the institution that is then redistributed to programs within the institution based upon four key performance indicators. All four of these indicators apply to both this program and the CAP, and therefore, both are positioned well in terms of financial resources. The program currently operates at an annual net deficit of 10.7% per year, and slightly tracking upward to a projected net deficit of 11.1% in AY 2014-2015. That said, given the fact that this program and the CAP are considered highly-visible flagship entities within the institution, the institution has an established history of providing the deficit difference in funding to the CAP and this program, with all indications pointing to that remaining the case. In comparison to other professional programs within the institution, the architecture program has a relatively median position in the cost per student value as measured by number of students in student credit hours generated.

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program

2013 Team Assessment: The program has access to a number of collections and materials. The CAP Library, Visual Resources Collection, Architecture Building Material Samples collection, and the Drawings and Documents Archives are all located in the CAP Building. A professional librarian, and an archivist manage the library and the archives respectively. Both collaborate with the professional program providing specialized instruction and support on using the resources. A cadre of hardware/software is available for accessing online databases for research, as well as for coursework such as ARCGIS, SketchUp, and AutoCAD. The periodical collection is substantial, including issues from the late 19th century, as well as rare books. There has been some budget reduction within the University library

system; however, the CAP Library has fared well in these budget cuts. The library staff and student assistants provide for extended operations hours.

PART I: SECTION 3 – REPORTS

I.3.1 Statistical Reports[3]. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
  - o *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - o *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - o *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - o *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - o *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - o *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - o *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2013 Team Assessment: These reports were provided by the program in the APR.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

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[3] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2013 Team Assessment: In reviewing the CAP website, annual reports for each year from 2007-2011 were posted for public information. Additionally, NAAB responses to annual reports from each year of 2008-2010 were available on the website. The website noted that the 2011 NAAB Response to the 2011 annual report was due to be posted pending receipt from NAAB.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2013 Team Assessment: The faculty credentials matrix was included in the APR. Of the (26) tenured/tenured-track faculty members listed in the APR approximately (21) are registered architects in a U.S. jurisdiction, and (4) are registered in other countries. One faculty member is a licensed professional engineer, and three faculty members are LEED accredited professionals. As evidenced in the matrix, faculty members' areas of expertise match the coursework they are teaching. An exhibition of faculty work was displayed in a corridor next to the team room. The faculty exhibit and curriculum vitae show a variety of interest and pursuits from research following the tradition of natural sciences, to sociological and humanities-based, to practice and design-based. The exhibits and vitae also demonstrate significant work across disciplinary boundaries.

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[4] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2013 Team Assessment: All required policy documents were provided via hard copy in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1.   **Communication Skills:** *Ability to* **read, write, speak and listen effectively.**

[X] Met

2013 Team Assessment: Evidence of ability of this criterion was found in ARCH 520 - Professional Practice. Additional evidence was found in ARCH 503 - Research Methods, and ARCH 603 - Final Project Prep.

A. 2.   **Design Thinking Skills:** *Ability to* **raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.**

[X] Met

2013 Team Assessment: Evidence is found for both Tracks I and II in ARCH 501 - Comprehensive Design and ARCH 602 - Final Project Studio, as students from both tracks are combined in these studios. High pass work for both studios was strong.

A. 3.   **Visual Communication Skills:** *Ability to* **use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.**

[X] Met

2013 Team Assessment: Visual communication skills have been evidenced in both ARCH 601 – Topics Studio and ARCH 602 – Final Project Studio. Student work clearly showcases an exploratory culture of digital and physical presentation while preserving clarity and legibility throughout the design process.

A.4.   Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2013 Team Assessment: Ability in this criterion has been met in both Track I and Track II through evidence of outline specification writing skills seen in ARCH 314 – Architectural Building Technology 2, and through clear drawings and models seen in ARCH 501 – Comprehensive Studio.

A.5.   Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

[X] Met

2013 Team Assessment: Evidence was found for both Track I and Track II in work produced for ARCH 503 - Research Methods and ARCH 603 - Final Project Prep. Evidence specific to application in design processes was found in ARCH 501 - Comprehensive Design.

A. 6.   Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

[X] Met

2013 Team Assessment: Evidence was found for both Track I and Track II in ARCH 501 - Comprehensive Studio and ARCH 602 - Final Project Studio. For Track 2, additional evidence of ability in this criterion was found in ARCH 314 – Architectural Building Technology 2.

A. 7.   Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2013 Team Assessment: Evidence was found in the form of precedent analysis and case studies in ARCH 603 - Final Project Prep, and in the ARCH 602 – Final Project Studio. Precedent research is shown in courses for both Track I and II through supplementary material and process as a formal investigation of the built environment.

A. 8.   Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2013 Team Assessment: In Track I, the team found evidence of understanding in ARCH 301 - Architectural Design 3. In Track II, the team found evidence of student understanding in ARCH 304 - Architectural Design Studio and ARCH 501 - Comprehensive Studio.

A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

[X] Met

2013 Team Assessment: For Track I, evidence was found in ARCH 229 - History of Architecture I in the form of written analysis and graphic diagrams. Evidence supporting understanding this criterion in regards to local history can be found in ARCH 429 - Environment and Culture, a course required for Track II students.

A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

[X] Met

2013 Team Assessment: Evidence of understanding of this criterion was found in ARCH 503 - Research Methods and ARCH 603 - Final Project Prep. Although each student works on a different problem, they are all required to respond to cultural diversity within that frame.

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

[X] Met

2013 Team Assessment: Evidence of understanding of this criterion was found for both Tracks I and II in ARCH 503 - Research Methods.

Realm A. General Team Commentary: Students demonstrated generally strong ability in critical thinking and representation, with particular strengths shown in visual communications and technical documentation.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of

space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

2013 Team Assessment: Ability of this criterion was demonstrated for both Track I and Track II in ARCH 603 – Final Project Prep and ARCH 602 – Final Project Studio.

B. 2.   **Accessibility:** *Ability* **to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

[X] Met

2013 Team Assessment: In Track I, the team found evidence of student ability in ARCH 501 - Comprehensive Studio. In Track II, the team found evidence of student ability in ARCH 501 - Comprehensive Studio.

B. 3.   **Sustainability:** *Ability* **to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

2013 Team Assessment: Evidence for Track I is found in ARCH 401 - Architectural Design 5 and in ARCH 501 – Comprehensive Studio. Evidence is is also found in ARCH 373 – Environmental Systems 2, as this course is also required. Evidence for Track II is found in ARCH 373 – Environmental Systems 2 and ARCH 501 – Comprehensive Studio. In the case of Track II, both courses indicated are required courses.

B. 4.   **Site Design:** *Ability* **to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

2013 Team Assessment: Evidence of ability in this criterion was found in ARCH 304 - Architectural Design Studio and ARCH 403 - Architectural Design Studio required for students in Track II. Students in Track I have met this criterion through pre-professional curriculum.

B. 5.   **Life Safety:** *Ability* **to apply the basic principles of life-safety systems with an emphasis on egress.**

[X] Met

2013 Team Assessment: Ability of this criterion was demonstrated for both Track I and Track II in ARCH 501 – Comprehensive Studio.

B. 6.   Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9.Structural Systems
B.5. Life Safety	

[X] Met

2013 Team Assessment: Ability to produce a comprehensive architectural project integrative of the above listed SPCs was demonstrated for Track I in ARCH 401 – Architectural Design 5, for Track II in ARCH 403 – Architectural Design Studio, and also for both Tracks I and II in ARCH 501 – Comprehensive Studio.

B. 7   Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Not Met

2013 Team Assessment: Although course syllabi in ARCH 520 – Professional Practice and some high-pass course work observed in ARCH 602 – Final Project Studio pointed to construction cost-related curriculum in the program, no student work or course materials were found by the team that demonstrated fundamental understanding of building costs, acquisition costs, or building operating costs.

B. 8.   Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Met

2013 Team Assessment: Understanding of this criterion was demonstrated for both Track I and Track II in both ARCH 273 – Environmental Systems and ARCH 602 – Final Project Studio. ARCH 273 presents the basic principles of environmental systems which were clearly indicated in the syllabus and quizzes and evidenced by student final exams and paper assignments.

B. 9.   Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Met

2013 Team Assessment: Curriculum in both Track I and Track II applicable to the understanding of criterion B.9. includes ARCH 318 – Structural Systems 2 and ARCH 501 – Comprehensive Studio. Basic structural principles are included in syllabi for these courses, but the student work documentation provided is poor. It is evident that structural systems are understood by the high pass work in ARCH 501 – Comprehensive Studio, but low pass work does not consistently demonstrate that. Furthermore, high pass work in the ARCH 601 and 602 studios shows clear structural understanding, but low pass work does not. Though individually, each of these courses did not indicate consistent understanding of this criterion, the aggregate combination of all courses listed indicates that understanding of this criterion has been met.

B. 10.   **Building Envelope Systems:** *Understanding* **of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

2013 Team Assessment: Evidence of understanding of this criterion in Track I is evidenced in ARCH 401 – Architectural Design 5. Evidence supporting meeting this criterion by Track 2 students was found in ARCH 314 - Architectural Building Technology 2, ARCH 373 - Environmental Systems 2, and in ARCH 403 - Architectural Design Studio. Evidence for both tracks is found in ARCH 601 - Topics Studio.

B. 11.   **Building Service Systems Integration:** *Understanding* **of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

2013 Team Assessment: In Tracks I and II, the team found evidence of student understanding in ARCH 373 - Environmental Systems 2.

B. 12.   **Building Materials and Assemblies Integration:** *Understanding* **of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

[X] Met

2013 Team Assessment: Evidence of understanding of this criterion was found for both tracks in ARCH 501 - Comprehensive Studio, ARCH 601 - Topics Studio, and in ARCH 602 - Final Project. Additional evidence was found in ARCH 314 - Architectural Building Technology 2, and in the ARCH 304 and ARCH 403 studios for Track II students.

Realm B. General Team Commentary: Through course and studio work exhibited, students in the program demonstrate comprehension of various aspects of building design factors and systems. One concern (refer to causes of concern section) is in regards to SPC B.7 Financial Considerations, given that this SPC remains unmet since the previous team visit.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1.   **Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.**

[X] Met

2013 Team Assessment: Evidence of ability of this criterion was found for both Tracks I and II in ARCH 555 – Away Experience.

C. 2.   **Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.**

[X] Met

2013 Team Assessment: Evidence of understanding of this criterion was found in ARCH 403 - Architectural Design Studio for Track II students. For both Tracks, evidence was found in ARCH 603 – Final Project Prep and in ARCH 602 - Final Project.

C. 3   **Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

[X] Met

2013 Team Assessment: In Tracks I and II, the team found evidence of student understanding in ARCH 520 - Professional Practice.

C. 4.   **Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

2013 Team Assessment: In Tracks I and II, the team found evidence of student understanding in ARCH 520 - Professional Practice.

C. 5.   **Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

2013 Team Assessment: In Tracks I and II, the team found evidence of student understanding in ARCH 520 - Professional Practice.

C. 6.   **Leadership:** *Understanding* **of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

Track 1
[X] Met

2013 Team Assessment: Evidence of understanding of this criterion was found in ARCH 602 - Final Project Studio and ARCH 603 - Final Project Prep for both Tracks I and II.

C. 7.   **Legal Responsibilities:** *Understanding* **of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Not Met

2013 Team Assessment: Although course syllabi and some assignments (limited to certain sections) of ARCH 520 - Professional Practice indicated that material related to this criterion was part of course curriculum, no evidence in the form of student work was provided.

C. 8.   **Ethics and Professional Judgment:** *Understanding* **of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Not Met

2013 Team Assessment: ARCH 520 – Professional Practice, taken by both Track I and Track II students, is listed in the SPC matrix as the course that satisfies this SPC. While some of the syllabi of the various sections of ARCH 520 mention ethics as a topic in one week, there were only a total of two papers (one high pass and one low pass) where ethics was mentioned to an inconclusive degree.

C. 9.   **Community and Social Responsibility:** *Understanding* **of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.**

[X] Not Met

2013 Team Assessment: Evidence provided in ARCH 520 – Professional Practice for both Tracks I and II does not truly cover this topic, nor was any student work presented that would provide evidence to meet this criterion. There is some evidence of this criterion in ARCH 503 - Research Methods that social issues are covered, but this evidence is inconsistent between various instructors and semesters taught.

Realm C. General Team Commentary: In the case of ARCH 520 - Professional Practice, the visiting team expressed concerns about the volume of criteria that was to be demonstrated through material in this course. During the review of course material for ARCH 520, presented student work represented a small percentage of the realm C criteria.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

[X] Met

2013 Team Assessment: The program has provided documentation (by letter dated June 21, 2004) verifying that the institution offering the accredited M.Arch degree program is accredited in good standing with The Higher Learning Commission, a division of the North Central Association of Colleges and Schools (NCACS).

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

[X] Met

2013 Team Assessment: The accredited program applicable to this visit is a Master of Architecture (M. Arch) degree offered in a track I (pre-professional degree + 46 graduate credits) or track II (non-pre-professional degree + 104 credits) format following awarding of pre-requisite preprofessional degree. Ball State University offers a 126-credit Bachelor of Science or Arts in architecture degree within their program to fulfill this pre-requisite.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2013 Team Assessment: Given the broad range of interests and foci expressed by the faculty in their research and specializations, it was evident to the visiting team that the faculty and program leadership regularly evaluate their curricula to changes and evolutions in the profession. In specific conversations with senior faculty, as a part of the internal review process conducted by the CAP and the program (i.e. the Advance 2012 program being the most recent example), the degree program curricula for Track I and II are evaluated regularly in terms of effectiveness and breadth.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2013 Team Assessment: In conversations with the faculty and review of evaluation documents provided by the program, it is apparent there is a process for evaluation in place for both candidates entering the Track I program via transfer from another NAAB-accredited program, or for Track II candidates entering the program with an undergraduate degree outside the architecture program. Greater clarity in the review form and filing system would be helpful.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, *Appendix 5.*

[X] Met

2013 Team Assessment: The exact language to Appendix 5 of the 2009 NAAB Conditions for Accreditation can be found online at the following link:
http://cms.bsu.edu/academics/collegesanddepartments/cap/programs/architecture/aboutus/accreditation
within the Architecture Department website.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2013 Team Assessment: Access via web link to the NAAB website's digital editions of the 2009 NAAB Conditions for Accreditation and the 2012 NAAB Procedures for Accreditation can be found online at the following link:
http://cms.bsu.edu/academics/collegesanddepartments/cap/programs/architecture/aboutus/accreditation
within the Architecture Department website.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

[X] Met

2013 Team Assessment: Links to the above eight organizations or resources have been provided on the Architecture Department website, and can be found at the following link:
http://cms.bsu.edu/academics/collegesanddepartments/cap/programs/architecture/interns.aspx.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2013 Team Assessment: All annual reports, including the narrative component and NAAB responses to those annual reports, the 2007 visiting team report and final decision letter issued by NAAB are all located online and available for public viewing at
http://cms.bsu.edu/academics/collegesanddepartments/cap/programs/architecture/aboutus/accreditation. The most recent copy of the APR is available for check-out in the College of Architecture and Planning Library as a two-volume document, located at NA2300.B24 B15 2006 V.1 2006.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2013 Team Assessment: A link to the NCARB website to access public ARE pass rates for graduates of this program can be found at:
http://cms.bsu.edu/academics/collegesanddepartments/cap/programs/architecture/aboutus.

III. **Appendices:**

1. **Program Information**

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. **History and Mission of the Institution (I.1.1)**

Reference Ball State University, *APR*, pp. 5-6

B. **History and Mission of the Program (I.1.1)**

Reference Ball State University, APR, pp. 6-13

C. **Long-Range Planning (I.1.4)**

Reference Ball State University, APR, pp. 31-33

D. **Self-Assessment (I.1.5)**

Reference Ball State University, APR, pp. 33-35

2. **Conditions Met with Distinction**

A.3.   Visual Communications Skills

A.4.   Technical Documentation

B.8.   Environmental Systems

3.   **The Visiting Team**

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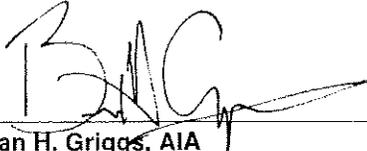(757) 728-6680 fax
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IV.   Report Signatures

Respectfully Submitted,

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Carmina Sanchez del Valle, RA   Representing the ACSA
Team member

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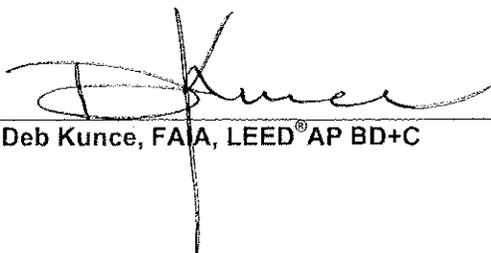Team member

Barbara A. Sestak, AIA   Representing the NCARB
Team member

Deb Kunce, FAIA, LEED®AP BD+C   Non-voting member

Program Response to the Final Draft Visiting Team Report

COLLEGE OF ARCHITECTURE AND PLANNING
DEPARTMENT OF ARCHITECTURE

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April 28, 2013

To

Dr. Theodore C. Landsmark
President, NAAB
1101 Connecticut Avenue, NW, Suite 410
Washington, DC 20036

Dear Dr. Landsmark and the members of the NAAB Board,

On behalf of the department of architecture at Ball State University, in response to the VTR draft dated February 13, 2013, we would like to request removal of an unmet condition. We believe the unmet condition to be an error on part of the visiting team, and provide evidence in support of our contention.

To preface our response, I would like to point out an inconsistency in the visiting team's process that suggests how the error might have occurred. On the last day of the team visit, in the series of exit meetings with the program leadership, the provost, the dean, and the entire college, the visiting team consistently mentioned *only three unmet conditions (B.7, C.7, C.8)*. However, the final VTR draft from the team showed a *fourth unmet condition (C.9: Community and Social Responsibility)*. The fourth condition was neither mentioned in the exit meetings, nor was it mentioned previously during our interactions with the visiting team. So, I hope you can understand our shock when we received the draft VTR and found a fourth unmet condition, and particularly one that we consider to be a core strength of the department and indeed an integral part of the mission of the university that has a long and distinguished track record of community engagement at the local, regional, national and international level.

1

We believe that had the team mentioned any concerns with C.9 or requested additional evidence, we could have provided it in ample quantity during the team visit. This particular condition can be pervasively found in several of courses throughout the curriculum as the evidence demonstrates.

Given the core strength of our program in community and social responsibility, we thought that it would be sufficient to cite *ARCH 520: Professional Practice* as the course where C.9 was met. It now appears that was insufficient. Had the team asked us, we would have presented extensive documentation including student work from the following courses where we meet C.9 but not identified on the matrix. We would like to present evidence from a sequence of three courses that is dedicated to Social and Cultural Issues in Architecture. Detailed course descriptions can be found in our APR:

ARCH 252: Social and Cultural Issues in Architecture

Examines social, political, cultural, ecological, technological, and psychological influences on architecture and human behavior in space. Introduces various ways of understanding the material and social processes used in constructing the built environment. The student work included in Appendix D shows extensive application of community and social responsibility issues (See page #22).

ARCH 429: Application of Cultural Issues to Design and Planning Strategies

Explores how to use social, cultural, technical, and economic information to establish design criteria. Examines how to apply this knowledge to create a framework for design. The course helps students understand how the built environment shapes and is shaped by individuals and groups, affecting the integrated system of socially acquired values, beliefs and rules of conduct, and helps students critically see themselves as active agents in this relationship. The student work included in Appendix D demonstrates extensive study and application of community and social responsibility issues (See page #228).

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### ARCH 641: Human and Cultural Factors

Addresses ethical, social, and cultural factors related to the design of the built environment. Includes: ethics; cultural patterns and values; privacy/community; the symbolic content of form and environment; and design across cultures. Its concern is with critical thinking, and from the standpoint of design research, it enables students to understand theoretical constructs, use conceptual argumentation, and construct strategies for a design process. Advanced and extensive understanding and ability of applying community and social responsibility issues have been demonstrated in the student work included in Appendix D (See page #373).

For all the above mentioned courses we have provided complete course notebooks in the appendix for your kind perusal. We trust this evidence alone demonstrates that we meet C.9.

In addition to the key evidence, we wish to share with you additional factors that articulate why we consider community and social responsibility as a core strength that is covered pervasively throughout the curriculum and is engaged through outreach programs.

The department has been ranked by Architect magazine among the top six schools in the country that excel in social justice (Appendix A).The five other programs that received this distinction were: Auburn University, Mississippi State, University of California at Berkeley, University of Detroit Mercy, and Tulane University. The schools have been recognized for their exemplary work in community engagement and social responsibility in an integral fashion.

A book is forthcoming that exclusively documents fifty years of community engagement in the College of Architecture and Planning at Ball State University (Appendix B: Book- *Design as a Social Act: Embedding Students in Our Communities*). The college has, since its inception in 1965, run the *Community Based Projects Center*, which continues to engage communities all over the state of Indiana. The book (shown below and excerpts included in the appendix), in addition to a number of stories, lists over 300 selected projects of community engagement where students were embedded in the communities.

DESIGN AS A SOCIAL ACT
Embedding Students in Our Communities
Edited by Michel Mounayar
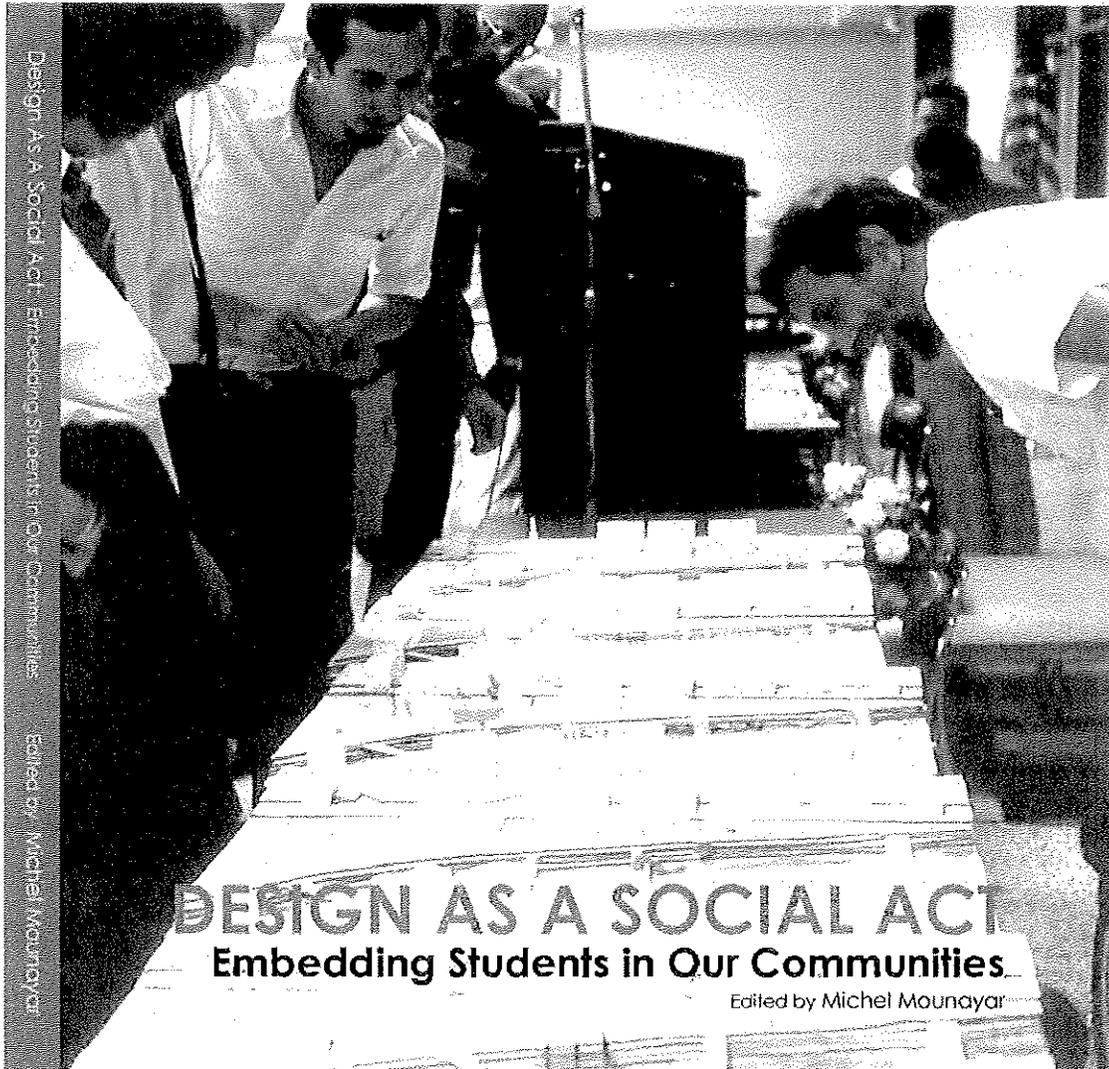
Immersive Learning, which is a paradigm wherein the department immerses students and faculty in communities, has been adopted now by the President of Ball State as a university-wide model that promotes interdisciplinary, community-based, and project-driven learning. Please see the department's Immersive Learning Report for the last two years that shows the wide-ranging engagement of many courses that address C.9 (Appendix C).

A number of our faculty members have been internationally recognized for their community-based and social justice work:

Dr. Joseph Bilello, FAIA: Extensive work with communities in the USA and Australia dealing with disaster mitigation and community resilience.

Dr. Mahesh Daas, DPACSA: Design and technology for extreme affordability aimed at the people at the base of the economic pyramid (BoP).

Olon Dotson: Extensive research, design, and built work involving underprivileged communities in Indiana and "Fourth World" communities in the Rust Belt region of the Midwest.

Harry Eggink, R.A.: As part of the Community Based Programs center, works with hundreds of communities in Indiana on a range of projects that involve students at all levels of the curriculum.

Timothy Gray, AIA: Teaches design-build studios (urbaRn) that engage charter schools and straw bale construction.

Pamela Harwood, AIA: Teaches design-build studios that partner with community-based nonprofit service organizations such as Muncie Children's Museum and charter schools.

Dr. Wes Janz, R.A.: Curry Stone International Award finalist and founder of One Small Project. He works with informal settlements, underprivileged communities and affordable structures around the world, and in the rust belt region of the country.

Dr. Karen Keddy: Social equity, gender equality and contemporary socio-cultural issues that affect our cities.

Jonathan Spodek, AIA: Founder of ecoREHAB, an organization that partners with the city of Muncie to adopt neighborhoods and ecologically rehabilitate dilapidated homes through design-build projects.

In summary, we trust that the NAAB Board of Directors concurs with our contention that the program has extensively and successfully met **C.9: Community and Social Responsibility.** We appreciate your kind consideration of our request and hope that C.9 be removed from the list of unmet conditions in the VTR. Please do not hesitate to let me know if we could provide further information. Thank you!

Sincerely,

Dr. Mahesh Daas, dpacsa

Chair and ACSA Distinguished Professor of Architecture