



**Ball State University
Department of Architecture**

Initial Candidacy Visiting Team Report

Bachelor of Architecture [154 Credits]

The National Architectural Accrediting Board
November 3-6, 2018

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

Table of Contents

<u>Section</u>		<u>Page</u>
I.	Summary of Visit	2
II.	Progress on the Plan for Achieving Initial Accreditation	4
III.	Progress Since the Previous Site Visit	4
IV.	Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation	
	Part One (I): Institutional Support and Commitment to Continuous Improvement	5
	Part Two (II): Educational Outcomes and Curriculum	15
	Part Three (III): Annual and Interim Reports	29
V.	Appendices:	
	1. Conditions Met with Distinction	30
	2. Team SPC Matrix	31
	3. The Visiting Team	32
VI.	Report Signatures	33

I. Summary of Visit

a. Acknowledgements and Observations

The team thanks the program chair Professor Andrea Swartz, Professor Walter Grondzik, Assistant Professor Kristin Barry, Accreditation and Assessment Manager Julie Kratzner, and many others for creating a well-organized team room, providing complete program and course information, and for facilitating an effective and informative visit. Their hard work leading up to and during the visit helped make our time here productive and enjoyable.

Interim Dean Dave Ferguson also generously shared his time and insights regarding the new B.Arch program within the College of Architecture and Planning (CAP) and how it will complement the existing M.Arch program to provide students with more degree paths and opportunities for study and practice in architecture.

It is clear the program enjoys the full support from administration, faculty, staff, students, and the professional community toward the shared goal of re-establishing a quality B.Arch degree program. With the already established M.Arch degree program, Ball State University and CAP already have many if not all of the financial, physical, human, and other resources in place that will be necessary for this additional B.Arch program. With new curricular and coursework review models in place, it is clear the faculty and leadership are putting this new program on a course for success.

At the time of the visit, a cohort of 43 fourth-year students is in active study and established as the presumptive Class of 2020 and first prospective graduates of the new B.Arch program. Students are articulate, authentic, highly involved outside of studio and the classroom, and are genuinely invested in their education and the success of this program. The program appears on track to address all required NAAB student performance criteria (SPC) and all other NAAB Conditions for Accreditation by the time of their anticipated Initial Accreditation visit, currently slated for the Fall of 2020 in their Plan for Accreditation.

Many stakeholders, including faculty and students, as well as the larger professional community have voiced their excitement and strong support of a re-established B.Arch program at Ball State University, noting the quicker and more economical pathway to an accredited degree and to licensure as an advantage.

Moving forward the faculty and administration seem fully aware of and ready for the work that remains to deliver the last two years of curriculum and collect coursework that demonstrates the student learning outcomes in preparation for a visit for Initial Accreditation. The team encourages the program to use the insights gained from this visit and process as well as this report to help guide their efforts towards that milestone.

b. Conditions Not Achieved (list number and title)

Not Met

Not Yet Met

In Progress

Not Applicable

A.1 - Professional Communication Skills

III.1 - Annual Statistical Reports

A.2 - Design Thinking Skills

III.2 - Interim Progress Reports

A.6 - Use of Precedents

B.2 - Site Design

B.3 - Codes and Regulations

B.4 - Technical Documentation

B.5 - Structural Systems

B.10 - Financial Considerations

C.1 - Research

C.2 - Evaluation & Decision Making

C.3 - Integrative Design

D.1 - Stakeholder Roles in Architecture

D.2 - Project Management

D.3 - Business Practices

D.4 - Legal Responsibilities

D.5 - Professional Ethics

II. **Progress on the Plan for Achieving Initial Accreditation**

The program has made substantial progress towards their Plan for Achieving Initial Accreditation. As of this visit, the first cohort of graduating students is in the fall semester of their fourth year of the five-year B.Arch program. The program prepared a well-organized team room showcasing the first three years of work for the B.Arch program which gave the team a strong understanding of the direction of the program and student learning outcomes to date.

The team's meetings with university administration, faculty, staff, students, alumni, and the professional community make it evident that the program enjoys full support toward the goal of having a re-established accredited B.Arch program alongside their existing accredited M.Arch program.

The program appears on track to address the NAAB Conditions for Accreditation by the time of their anticipated Initial Accreditation visit in the Fall of 2020 as set forth in their plan. The program has clearly identified in their SPC matrix which courses currently meet and show evidence of student performance criteria and which courses not yet offered that they intend will meet and show evidence. One issue the team did discover in reviewing the coursework identified to evidence SPC outcomes, is that in some cases not all sections of a course demonstrated student achievement at the prescribed level. The team encourages the program to find ways to coordinate SPC and learning outcomes to ensure that all students are able to demonstrate the required level of achievement.

III. **Progress Since the Previous Site Visit**

This category is not applicable.

IV. Compliance (or Plans for Compliance) with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, and its faculty, staff, and students to the development and evolution of the program over time.

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 shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2018 Analysis/Review:

Celebrating its centennial in the 2018-2019 academic year, Ball State University was founded in 1918 as the Indiana State Normal School. Today it is the fourth largest state school in Indiana, with 19,014 full-time equivalent students enrolled in 170 undergraduate programs, 88 master's programs, and 16 doctoral programs.

The university mission is framed around the central ethos of "Beneficence," owing to the Ball Brothers (Ball Glass Manufacturing) legacy. "Ball State aspires to be the model student-centered and community-engaged 21st century public research university and to transform entrepreneurial learners into impactful leaders that are committed to improving the quality of life for all."

The architecture program was established in 1965 to be the first and only state-supported architecture program, part of the College of Architecture and Planning (CAP) offering a Bachelor of Architecture degree from 1965-2007. In 2007 the program made the decision to change the curriculum and degree program to an accredited M.Arch (4+2) program which has been in place since 2007. The program now seeks to re-establish a B.Arch program that is responsive to the needs of today's students. In addition to architecture, CAP houses the Landscape Architecture (LA) and Urban Planning (PLAN) programs. The Department of Construction Management/Interior Design (CMID) was moved to the CAP in 2017.

The mission of the college is "to educate a community of lifelong learners committed to providing a teaching and learning environment that addresses the challenges and opportunities of the 21st century." It seeks to help students become "professionally prepared, creatively curious, globally aware, and locally engaged."

The mission of the Department of Architecture is expressed in the APR as a commitment to "provide our students the grounding of a rigorous professional education with the critical thinking skills, creative and intellectual confidence, ethics, and self-awareness to allow them to succeed in their professional aspirations in a rapidly changing world. Committed to social and environmental justice, equity, and stewardship, our graduates will be ready to serve the needs of diverse global communities as engaged professional leaders."

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages 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.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2018 Analysis/Review:

Students, faculty, and staff benefit from a supportive and inclusive learning culture that promotes their professional development. Strong engagement of alumni and members of the architectural practice community who mentor and employ students make valuable contributions to the program. Individualized advising of students by advising staff and the faculty ensures that students carefully consider their choice of majors, programs, and internships.

The Department of Architecture *Studio Cultural Philosophy* document explains the importance of the school's community of learning, value of studio, adaptation & evolution, iterative work, and time management. It states responsibilities for the department, the faculty, and the students that further "respectful, inclusive, and professional conduct." The BSU Beneficence Pledge, the BSU Student Code of Rights and Responsibilities, the BSU Faculty and Professional Personnel Handbook, the BSU Statement on the Importance of Diversity and Inclusion, and the AIA Code of Ethics are listed resources. The *Studio Culture Philosophy* document does not include plans for implementation, dissemination, evaluation and continuous improvement. Although recently approved in the spring of 2018, most students were not aware of the document at the time of the visit.

The department provides robust opportunities for students to participate in extra-curricular activities including student chapters of professional organizations, annual studio field trips, trips hosted by student groups, design competitions, social events, guest lectures and exhibits. Discussions during the visit revealed that some students cannot afford the added cost associated with studio field trips and must make alternative plans to study on their own locally while their classmates and faculty are away during field trip week. This inequity causes concern within the CAP community.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2018 Analysis/Review:

A specific written policy on diversity and inclusion with respect to EEO/AA was provided by hyperlink in the APR (p. 11). The University's Official Statement on the Importance of Diversity and Inclusion states, "Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. Ball State is committed to ensuring that all members of the campus community are

welcome through our practice of valuing the varied experiences and worldviews of those we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge.”

The 2017-2018 Faculty and Professional Personnel Handbook Table of Contents page “v” identifies #25 “University Statement on the Importance of Diversity and Inclusion” of that publication. On page 53 reference 10.9.4.2.2.7 states that the university will “review equity and diversity plans,” and 10.9.4.2.2.8 references “maintaining a standing committee for issues related to ‘gender equality and diversity.’” On pages 89-96 items 25 to 30 have detailed statements of policy that do an excellent job in covering these issues. The university website includes an ‘Equal Opportunity and Affirmative Action Policy.’ The Office of Institutional Diversity (<https://www.bsu.edu/about/administrativeoffices/institutionaldiversity>) actively monitors the activities of the program and communication with the students in an iterative conversation. Ball State received the 2017 HEED Award (found at www.insiteintodiversity.com), the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion.

The student population of the B.Arch program has a 55%/45% male/female identified population and a 15% minority identified presence. The CAP has a 21% minority identified presence. Undergraduate admissions are managed by the university centrally. After acceptance to BSU, students can then apply to the CAP to be admitted to the common first year. There is an additional application process for admission to the B.Arch program at the end of the first year with selection based on academic performance. To promote diversity of the student body, university admissions staff are emphasizing more visits to schools with 50% or more minority student enrollment and participation in more college fairs or other venues promoting the attendance of underrepresented students. CAP students and faculty engage in programs with inner-city K-12 schools to provide exposure to and promote interest in the program.

The school of architecture faculty espouse diverse academic interests but the racial and gender composition of the faculty is less than would be expected from the policies presented. The university has developed faculty search procedures that encourage more diverse applicant pools.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and

that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2018 Analysis/Review:

A Collaboration and Leadership

The students of the architecture program benefit from multiple opportunities and avenues to develop collaboration and leadership skills. In addition to the departmental goals regarding collaboration and student leadership development, it is clear from student work and projects that collaboration is an integral part of the curriculum and coursework. Students enjoy a number of leadership opportunities outside of studio across multiple organizations: AIAS, ASHRAE, USGBC, NOMAS, and the Associated Students of Historic Preservation (ASHP). There are also two student led publications – *Aggregate*, the Journal of the Architecture department and *Glue*, the Journal of CAP.

B Design

The visual color coded 'curricular map' indicates a seven-pronged developmental approach to a multi-stage process of learning. Within studio, theory and communication skills are developed in a process of application, integration and synthesis culminating in the integrated individualized 5th year of study. The 'curricular map' identifies the opportunity to build a specialized 'minor' offering pathways for further exploration. The ARCH 455: Internship course and widespread field trip opportunities offer additional opportunities to develop design involvement with increasingly complex problems while engaging a diverse constituency.

C Professional Opportunity

Following intensive and immersive study on the various paths of study and practice in architecture (ARCH 410), students are given the responsibility to find a paid internship program in architecture or an allied field where they experience "lessons regarding stakeholders, professional teamwork, project management, business practice, legal responsibilities and professional conduct" (APR pg.14). Guest lunch lecturers "discuss professional trajectories" since graduation as a lens to exploring alternative career paths for B.Arch graduates. Job fairs, the career center, and an active professional advisory board inform students of professional opportunities.

D Stewardship of the Environment

The department's Strategic Plan (APR pg.16-19) includes a goal dedicated to education that promotes stewardship of the environment. Environmental impacts are addressed across the B.Arch curriculum evidenced by student work and integration of energy modeling software tools such as Sefaira. Students also engage in leadership of environmental stewardship through their participation in ASHRAE and their student chapter of the USGBC, Emerging Green Builders. The Center for Energy Research/Education/Service gives students access to design tools and they have the option to enroll in the Minor in Sustainability.

E Community and Social Responsibility

The department's Strategic Plan includes a goal dedicated to education that promotes community and social responsibility. The social responsibility of the architect is addressed across the B.Arch curriculum through community-based projects. The ARCH 251: Social and Environmental Justice in Design course develops understanding of how the built environment is experienced by people with different identities and abilities. The values of empathy and inclusion are present in the school culture and in community volunteer activities including projects sponsored by the student led AIAS Freedom by Design program and the local chapter of Habitat for Humanity.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2018 Analysis/Review:

Long range planning for the new B.Arch program has been successful in engaging faculty, university and external stakeholders. This has led to curricular innovation that is attracting strong interest among the department's undergraduates who are opting to enroll.

The department's long-range planning includes periodic review of its mission, core values, student outcomes and goals. Current goals are: Community and Identity; Collaboration and Leadership; Design Education; Professional Opportunity for Students; Education that Promotes Stewardship of the Environment; and Community and Social Responsibility (APR p.16-18).

The CAP contributes to strategic planning for the university. The Ball State University Proposed Strategic Plan completed in September of 2018 is currently under review. It identifies the following goals: Undergraduate Excellence and Innovation; Advanced and Lifetime Learning; Community Engagement and Impact; Institutional and Inclusive Excellence (<https://www.bsu.edu/about/strategic-plan>).

The CAP recently completed a visioning exercise using the method of Appreciative Inquiry in order to identify values and building blocks that would enable the college to play to its strengths and inform the upcoming dean search. Additionally, the newly formed CAP Diversity Task Force and a new process developed by architecture faculty to share student work as part of curricular coordination will inform future planning, decision-making and learning outcomes assessment.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success.

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

2018 Analysis/Review:

The Department of Architecture conducts self-assessment every two years. This occurs via SWOT surveys of key stakeholder groups including current students, recent graduates, alumni, and practitioners. Results are shared with faculty and curriculum committees to inform program adjustments. As part of the assessment the program reviews its success towards addressing its goals across six categories, the

effectiveness of teaching and learning, feedback on values, pedagogy and program identity, and perceived relevance of student preparation for professional/educational aspirations. The program also has a Professional Advisory Board that meets twice a year which helps form a similar SWOT assessment that speaks to program goals, opportunity for improvement, and what might need to be incorporated in planning.

Curricular assessment and development, in both short and long-term is most significantly influenced by the program's regular self-assessment. A department elected Undergraduate Curriculum Committee, chaired by the undergraduate program director, regularly discusses and reviews program offerings, curricular flow, and course descriptions. The committee seeks to align the curriculum with the department's Mission and Values, while also looking for any possible gaps in the curriculum revealed in reviews of student work. In addition to the Curriculum Committee, the faculty meet at the end of each semester to conduct a day-long curricular review of student work in relation to NAAB SPC. At the start of each semester faculty also meet for a half day discussion of all courses to confirm objectives and SPC addressed in each course.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has 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.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2018 Team Assessment: The B.Arch program uses the same team of faculty and staff that currently support the Department of Architecture's bachelor's program and NAAB accredited master's program. Faculty qualifications are appropriate.

The student to instructor ratio provides students with opportunities to work closely with peers and faculty in studio and seminar courses.

Teaching and service assignments for faculty are similar to assignments at schools of architecture located at universities with a teaching focus. The teacher-scholar model embraces a variety of scholarly pursuits which offer faculty flexibility to pursue interests that complement their teaching. Faculty take advantage of the support available for professional development that is provided by the department and the university. It includes a New Faculty Academy, grants, travel funds, leaves-with-pay and other on-campus professional development programs.

Professional development opportunities for non-teaching staff vary according to their roles. They include a variety of on-campus training programs and opportunities to attend meetings of professional associations and visits to peer institutions.

Student support services include campus-wide programs that promote academic and personal success as well as discipline specific support such as an academic advisor, an ALA (Architectural Licensing Advisor), scholarships, career fairs, conference attendance funds, technology support and active engagement of alumni and architects in the region.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited to, the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Demonstrated

2018 Team Assessment: The Architecture Building (AB) contains the B.Arch program and is shared by the other architectural tracks as well as the Landscape Architecture and Urban Design Programs. This semester, fabrication shops previously open to Ball State students from outside the college have been restricted for use only by CAP students to ensure equipment availability. The Architecture Building consists of two parts constructed 36 and 46 years ago but new renovations are planned as part of a university capital improvement program (pending). Specific studios exist for the B.Arch program, and many shared spaces are available to all of the programs in the college. Support facilities include the in-house architectural library and drawing and documents archive. Student workshops shared across all CAP programs include the wood shop, fabrication labs, VR and AR stations, and historic preservation labs, which provide an active interdisciplinary and hands on opportunity for the program. Significant pin-up and display opportunities are available in and out of the studios and classrooms. The CAP Design Build Lab (free standing nearby) was renovated in 2018 and contains a full supply of building trade tools and the support of a full-time employee to assist students. In 2008 a CNC and Robotics lab was added to the existing building to expand access to fabrication technologies. A dedicated paint room outfitted with a spray booth is also available for student use.

The CAP program identifies their commitment to "inquiry based learning," "team based learning," and "project based learning" to replace an exclusively lecture-based pedagogy. To support this concept within the physical environment a recent renovation reconfigured studio/lecture/public space on floors 2, 3, and 4. A planned distance learning studio/classroom area on the first floor would use modern technology to "accommodate a wide range of jury experiences with off campus partners." (APR p. 46)

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2018 Team Assessment: Meetings with both university and college administration as well as review of budget data provided in the APR, including the department's budget summaries from FY 12-13 thru 16-17 and FY 16-17 program support funds and scholarship budget data, demonstrate that the program has adequate financial resources to support student learning and achievement.

CAP students are assessed a Program Enhancement Fee that provides funding for graduate assistantships, the guest lecture series, student workshop needs, and other student learning initiatives. The APR also cites a CAP development campaign in the early planning stages that will generate foundation funds for student scholarships and funds to support student and faculty travel. The Department of Architecture holds a number of foundation accounts that support the program and student scholarships. The CAP anticipates changes to the funding model used by the university but expects that they will be able to continue to deliver the college's programs, including the new B.Arch, and notes that the university overall is in a strong financial position.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in the field of architecture.

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

[X] Demonstrated

2018 Team Assessment: As identified in the APR (p.60) and confirmed by the team during the visit, the program has an architectural library (30,000 volumes and 100 periodical subscriptions) and multiple other information resources that support student learning. First year CAP (CAP 101) students work with the architectural library to develop information technology skills while learning how to locate and access library resources.

Other information resources include the physical and virtual architectural building material samples collection (maintained by the CAP library). The drawing and documents archive, specific to Indiana architecture and the work of practitioners within the state, houses an extensive collection of drawings and architectural design artifacts. In addition, students have access to the Center for Energy Research/Education/Science (CERES). Dedicated, professional staff are available for each of these collections to assist students. Additional assistance is provided by the seven-eight student assistants.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Demonstrated

2018 Team Assessment: The APR, supported by a team room display of faculty and key personnel, and discussions with the interim dean and the faculty confirm that there are adequate administrative structures and governance protocols to support the program. Ball State University operates with oversight from the Indiana Commission for Higher Education (ICHE). "Governance and control of the University is vested in a nine-member Board of Trustees, which includes a full-time student and two members nominated by the Alumni Association." (APR p. 62). The board sets the strategic direction of the university, ensures fiscal responsibility, and provides oversight to university operations. The university president reports directly to their Board of Trustees while the interim dean of the College of Architecture and Planning reports to the university provost and executive vice president for academic affairs. The four departments of the college are each administered by a faculty-elected department chair. The Department of Architecture is led by the elected chair, appointed associate chair, and appointed program directors. There is also communication and coordination between the program leadership and a Student Council, which includes leadership of the student organizations and elected student members representing each year level of the program.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, links, and other materials.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND 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: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level for *representational media* was found in the ARCH 263: Digital Design and CAP 162: Design Communications Media 2 coursework, however the team did not find evidence of the *ability to write and speak effectively* in the student work presented for either course (no writing or verbal presentation work was presented). The program's SPC matrix also identifies ARCH 403: Architecture Design Studio (not yet taught, delivered in the fall of 5th year) as a course that addresses this SPC.

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] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in the ARCH 263: Digital Design coursework. The coursework presented demonstrates the use of abstract ideas and interpretation of information that seems to be on the right track, however design thinking skills at the *Ability* level are not fully present in this work. The program's SPC matrix also identifies ARCH 404: Architecture Final Project Studio (not yet taught, delivered in the spring of 5th year) as a course that addresses this SPC.

A.3 Investigative Skills: *Ability* to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 251: Introduction to Social & Environmental Justice in Design.

- A.4 Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 201: Architectural Design 1 and ARCH 202: Architectural Design 2.

- A.5 Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for CAP 101: Environmental Design and Planning 1 and CAP 102: Environmental Design and Planning 1.

- A.6 Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for some sections of ARCH 201 and ARCH 202, but it is unclear from the evidence presented that students in *all* sections of these courses achieve this ability. The program's SPC matrix also identifies ARCH 424: Research & Program Methods (not yet taught, delivered in the fall of 5th year) as a course that addresses this SPC.

- A.7 History and Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, and technological factors.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 229: History of Architecture 1 and ARCH 329: History of Architecture 2.

- A.8 Cultural Diversity and Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to buildings and structures.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 229: History of Architecture 1, ARCH 329: History of Architecture 2, and ARCH 251: Introduction to Social and Environmental Justice in Design.

Realm A. General Team Commentary: The team found sufficient evidence that 5 of the 8 SPC under the Realm of Critical Thinking and Representation are met. Of the three SPC's Not Yet Met, the team found that evidence was inconsistent in the coursework identified in the program matrix, so it was uncertain that every student was demonstrating achievement at the prescribed level. These Not Yet Met SPC were also noted by the program to be addressed in courses not yet taught. The team encourages the program to continue to review the curriculum and coordinate learning outcomes and documentation of student work across all sections of courses to ensure that SPC are achieved regardless of what section a student may be enrolled in.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 202: Architectural Design 2 and ARCH 301: Architectural Design 3.

B.2 Site Design: *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation in the development of a project design.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement that addresses *climate and building orientation* at the prescribed level was found in student work prepared for ARCH 273: Environmental Systems 1, however the team did not see evidence of other aspects of this SPC. The program's SPC matrix also identifies ARCH 400: Architectural Design 5 (being instructed at time of visit) and ARCH 403: Architecture Design Studio (not yet taught, delivered in fall of 5th year) as courses that addresses this SPC.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Not Yet Met

2018 Team Assessment: The beginnings of evidence of student achievement were found in student work prepared for ARCH 301: Architectural Design 3 and ARCH 302: Architectural Design 4, but not yet to the prescribed level. The program's SPC matrix also identifies ARCH 400: Architectural Design 5 (being instructed at time of visit) as a course that addresses this SPC.

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

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 314: Building Technology 2 (the Camp Lakeview Cabin project addressed almost all aspects of this SPC particularly well), however the team found no evidence of *Outline Specifications* in the student work presented, so this criterion is Not Yet Met. The program's SPC matrix also identifies ARCH 340: Intro to Historic Preservation and ARCH 418: Structural Systems 3 (both being instructed at the time of visit) as courses that address this SPC.

B.5 Structural Systems: *Ability* to demonstrate the basic principles of structural systems and their ability to withstand gravity, seismic, and lateral forces, as well as the selection and application of the appropriate structural system.

[X] Not Yet Met

2018 Team Assessment: The beginnings of evidence of student achievement were found in student work prepared for ARCH 218: Structural Systems 1 and ARCH 318: Structural Systems 2, but not yet to the prescribed level. The program's SPC matrix also identifies Arch 418: Structural Systems 3 (being instructed at the time of visit) as a course that addresses this SPC.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 273: Environmental Systems 1 and ARCH 373: Environmental Systems 2.

B.7 Building Envelope Systems and Assemblies: *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 214: Building Technology 1, ARCH 314: Building Technology 2, and ARCH 273: Environmental Systems 1.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products,

components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 214: Building Technology 1. Supporting evidence was also found in the student work prepared for ARCH 302: Architectural Design 4 and ARCH 314: Building Technology 2.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including mechanical, plumbing, electrical, communication, vertical transportation security, and fire protection systems.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 373: Environmental Systems 2.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 420: Professional Practice (being instructed at time of visit) and ARCH 403: Architecture Design Studio (not yet taught, offered in fall of 5th year) as courses that address this SPC.

Realm B. General Team Commentary: The team found sufficient evidence that five of the ten SPC were met. The remaining SPC found to be Not Yet Met were identified by the program to be addressed either fully or partially in courses that were being instructed at the time of the visit or have not yet been taught. In some cases, most aspects of an SPC were addressed in the student work shown, however there were one or more aspects not evident in student work. The team encourages the program to use these findings to ensure that all aspects of each SPC are evident in the student work presented at the next visit.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

C.1 Research: *Understanding* of the theoretical and applied research methodologies and practices used during the design process.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level for a single research methodology (pertaining to the study of architectural history) was found in student work prepared for

ARCH 329: History of Architecture 2. However, the team did not find evidence at the prescribed level of other research methods used during the design process, so this SPC is not yet met. The program's SPC matrix also identifies ARCH 424: Research & Program Methods in Architecture and ARCH 404: Architecture Final Project Studio (both not yet taught, delivered in the 5th year) as courses that address this SPC.

C.2 Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 400: Architectural Design 5 (being instructed at time of visit) and ARCH 404: Architecture Final Project Studio (not yet taught, offered in spring of 5th year) as courses that address this SPC.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found for this criterion. At the time of the visit the ARCH 400: Architectural Design 5 course (identified in the program matrix as a course that addresses this SPC) was being delivered for the first time. The team did see the beginnings of evidence towards this criterion present in some of the coursework prepared for ARCH 302: Architectural Design 4, but not to the prescribed level.

Realm C. General Team Commentary: The team found the three SPC in Realm C were not yet met. The student work available for review in the team room showed the beginnings of evidence towards some of the aspects of these SPC, but evidence provided did not yet address all aspects of the SPC to the prescribed level. It is the team's impression from the student work presented during this visit and the program's SPC matrix that the program is on track to address all aspects of Realm C by the time of the next visit.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community,

in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for ARCH 410: Critical Practice. The team found evidence of an understanding of the architect stakeholder, but no evidence of student understanding of the other stakeholders in the student work presented. The program's SPC matrix also identifies ARCH 340: Intro to Historic Preservation (being taught at time of visit) as a course that addresses this SPC.

D.2 Project Management: *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 420: Professional Practice and ARCH 455: Internship (both being taught at time of visit) as courses that address this SPC.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Not Yet Met

2018 Team Assessment: The beginnings of evidence of student achievement were found in student work prepared for ARCH 410: Critical Practice, but not yet to the prescribed level. The program's SPC matrix also identifies Arch 420: Professional Practice and ARCH 455: Internship (both being taught at time of visit) as courses that address this SPC.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not yet available for team review. The program's SPC matrix identifies ARCH 340: Intro to Historic Preservation and ARCH 420: Professional Practice (both being taught at time of visit) as courses that address this SPC.

D.5 Professional Ethics: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice, and understanding the role of the AIA Code of Ethics in defining professional conduct.

[X] Not Yet Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in work for ARCH 410: Critical Practice. The team found evidence of the architect's ethical obligations but no student work demonstrating an understanding of the NCARB Rules of Conduct and the AIA Code of Ethics. The program's SPC matrix also identifies ARCH 455: Internship (being taught at time of visit) as a course that addresses this SPC.

Realm D. General Team Commentary: The team found the five SPC in Realm D were not yet met. The student work available for review in the team room showed the beginnings of evidence towards some of the aspects of these SPC, but evidence provided did not yet address all aspects of the SPC to the prescribed level. Based on the program's SPC matrix, the majority of courses that address these criteria were being taught at the time of the visit, so sufficient evidence was not yet available for review.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order for a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. 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).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2018 Team Assessment: Ball State University is accredited by Higher Learning Commission (HLC). (APR page 74 and HLC website). This institutional accrediting agency has replaced the North Central Association of Colleges and Schools (NCACS) listed in the NAAB 2014 Conditions of Accreditation. An explanation of that replacement and its equivalency to the prior NCACS accreditation is excerpted from the HLC website below:

“Through an agreement between the Higher Learning Commission (HLC) and CASI (the Commission on Accreditation and School Improvement), the North Central Association has been dissolved. The dissolution of the North Central Association and the liquidation of its assets, announced in July 2014, had no effect on the accreditation of any institution. There was no change in the standards or process for accreditation of institutions by HLC and there was no effect on HLC’s federal recognition as a Title IV gatekeeper.

After 2001, when HLC and CASI incorporated as separate and independent corporations that accredit educational institutions at all levels, the North Central Association had no role in the accreditation process and existed solely to hold the Association’s property, including its name, trademarks and records.

As of the fall of 2014, institutions should revise their descriptive information to delete information indicating that they are members of the North Central Association. Instead, institutions should continue to describe themselves as members of HLC.”

<https://www.hlcommission.org/About-HLC/about-hlc.html>.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: 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 optional studies.

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

Any institution that uses the degree title B. Arch, M. Arch, or D. Arch for a non-accredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these non-accredited programs by June 30, 2018.

The number of credit hours for each degree is specified in the *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2018 Team Assessment: The APR classifies the allocation of the program's 154 credits (which exceed the NAAB minimum of 150 credits) into the NAAB categories of general studies, professional studies, and optional studies such that the distribution meets the NAAB's semester-credit minimum requirements. This is consistent with the information on the B.Arch program published in the Ball State University Catalog.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2018 Team Assessment: As evidenced in the APR and discussions with department advisors, the team found this criterion to be met. Undergraduate students are admitted to the architecture major after successfully completing the common first year of coursework and an application that includes a portfolio. A review of their qualifications includes consideration of NAAB SPC addressed during the first year of study (A.1, A.5, A.7). Subsequently, in the third year, students declare their intent to enter the BA or BS in Architecture, or the B.Arch program.

Students who transfer into the architecture program from other majors at Ball State, from other universities, or from community colleges are individually assessed for placement on a case by case basis. Such placements assess preparatory coursework to ensure that all students meet their program requirements.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2018 Team Assessment: The team found that required language per the NAAB 2014 Conditions for Accreditation, Appendix 1 appears in the following locations:

- The “accreditation” tab (which at the time of this report was easily found) of the architecture program website at: <https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation>
- Current 2018-2019 undergraduate course catalog, with required NAAB language on page 60-61, available online at: <https://www.bsu.edu/media/www/departmentalcontent/academicsystems/2018-2019/20182019%20undergraduate%20catalog%201118.pdf>

II.4.2 Access to NAAB Conditions and Procedures:

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 NAAB Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: Evidence of Access to NAAB Conditions and Procedures was found as a link from the BSU web page: <https://www.bsu.edu/academics/collegedepartments/architecture/about-us/naab-accreditation>.

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2018 Team Assessment: As noted in the APR and confirmed during the visit, students in the B.Arch program have access to career development information via numerous sources. Ball State University maintains a Career Center for all students. Students in the B.Arch program are required to complete paid internships during one of the semesters in the 4th year and receive assistance in finding placements from the Career Center, faculty advisors, alumni and practicing architects who are active in the school. The zero-credit internship course, ARCH 455, that accompanies the professional internship provides additional career development education. Students also explore career and education options in two

other required courses, ARCH 410: Critical Practice and ARCH 420: Professional Practice. Lastly, the department hosts an annual job and internship fair to help students make connections for internship and employment following graduation.

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 electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Not Applicable

2018 Team Assessment: Evidence of public access to APRs and VTRs is not applicable for the B.Arch program as it is still in candidacy, however the BSU website has a link to previous APRs and VTRs for the existing accredited M.Arch program:

<https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation>.

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2018 Team Assessment: The team found evidence in the APR (direct links to the department and NCARB websites) of published ARE pass rates for graduates of Ball State University under both the ARE 4.0 and ARE 5.0: <https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation>.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.

¹This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2018 Team Assessment: The required documents related to admissions for all students to the university, first year students to the CAP, second year students to the architecture programs, and fourth year students to the B.Arch program, are available on the university website.

Students seeking to transfer into the B.Arch program from other majors on campus or from outside the university are expected to provide documentation of their prior studies and meet with a department advisor or faculty member who evaluates applications on a case by case basis tailored to the circumstances of individual applicants.

Additionally, all students seeking admission to the B.Arch program have individual meetings with faculty advisors to discuss the program's accreditation candidacy status. In these meetings the department explains that accreditation of the B.Arch program is not guaranteed, and that initial accreditation will be determined by the NAAB board based on its assessment of the program's performance in meeting the conditions for accreditation.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2018 Team Assessment: Ball State's website provides students with attendance cost estimates, as well as access to information on financial aid. An estimating tool is provided that assists students with all costs, including living costs.

A PDF document lists all costs associated with undergraduate attendance at <https://www.bsu.edu/-/media/www/departmentalcontent/bursar/pdfs/undergraduate%20tuition%202018-19.pdf?la=en>. It includes information about the additional fees for students enrolled in the College of Architecture and Planning (\$600 per term for students taking 7+ credits, and \$300 for fewer credits).

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the 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.

[X] Not Applicable

2018 Team Assessment: As the program is still in candidacy, Annual Statistical Reports are not yet being produced and this criterion is Not Applicable.

The program has made the NAAB Annual Statistical Reports pertaining to the accredited M.Arch program available for download on the accreditation page of the architecture program website at:

<https://www.bsu.edu/academics/collegesanddepartments/architecture/about-us/naab-accreditation>.

Although some of the data reported will be the same for the proposed B.Arch program, student data that is specific to the B.Arch Program is not yet reported.

The team found evidence in the APR that all statistical data submitted to the NAAB has been verified by the institution and is consistent with the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics standards.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[X] Not Applicable

2018 Team Assessment: As the program is still in candidacy, Interim Progress Reports are not yet being produced and this criterion is Not Applicable.

V. Appendices:

Appendix 1. Conditions Met with Distinction

None.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

DEPARTMENT OF ARCHITECTURE BALL STATE UNIVERSITY			REALM A: CRITICAL THINKING & REPRESENTATION							REALM B: BUILDING PRACTICES, TECHNICAL SKILLS, & KNOWLEDGE										REALM C: INTEGRATED ARCHITECTURAL SOLUTIONS			REALM D: PROFESSIONAL PRACTICE					
			B.ARCH																									
NAAB Visiting Team SPC MATRIX																												
Courses that evidence student achievement are identified by filled boxes in red			Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History & Global Culture	Cultural Diversity & Social Equity	Pre-Design	Site Design	Codes & Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems & Assemblies	Building Materials & Assemblies	Building Service Systems	Financial Considerations	Research	Integrator Evaluations & Decision-Making Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct
SPC			A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
1	FIRST	FOUNDATION	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
B.ARCH and BA/BS	FALL	CAP 101 Environmental Design + Planning 1 CAP 161 Design Communications Media 1 ARCH 100 Introduction to Architecture PLAN 100 Introduction to Urban Planning																										
	SPRING	CAP 102 Environmental Design + Planning 2 CAP 162 Design Communications Media 2 LA 100 Introduction to Landscape Architecture																										
2	SECOND	APPLICATION			A.3	A.4	A.5		A.7	A.8	B.1					B.6	B.7	B.8	B.9									
B.ARCH and BA/BS	FALL	ARCH 201 Architectural Design 1 ARCH 214 Building Technology 1 ARCH 229 History of Architecture 1 ARCH 251 Introduction to Social & Environmental Justice in Design ARCH 263 Digital Design	Not Yet Met	Not Yet Met				Not Yet Met				Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met						Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met
	SPRING	ARCH 202 Architectural Design 2 ARCH 218 Structural Systems 1 ARCH 273 Environmental Systems 1 ARCH 329 History of Architecture 2						Not Yet Met				Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met						Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met	Not Yet Met
3	THIRD	INTEGRATION			A.3	A.4	A.5		A.7	A.8	B.1					B.6	B.7	B.8	B.9									
B.ARCH and BA/BS	FALL	ARCH 301 Architectural Design 3 ARCH 318 Structural Systems 2 ARCH 373 Environmental Systems 2 ARCH 340 Intro. to Historic Preservation (new course first offered fall 2018) ARCH 410 Critical Practice (new course previously offered spring 2018)																										
	SPRING	ARCH 302 Architectural Design 4 ARCH 314 Building Technology 2																										
FIRST THREE YEARS UNDERGRADUATE ARE COMMON. In spring of their third year, students identify continuing with professional B.ARCH (2 years) OR BA/BS 'pre-professional' (1 year) degree. In the fourth year, students are in coursework unique to their degree path.																												
4	FOURTH	SYNTHESIS	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
B.ARCH only	FALL	ARCH 400 Architectural Design 5 (new course first offered fall 2018) ARCH 418 Structural Systems 3 ARCH 420 Professional Practice (new course first offered fall 2018)	Student work from these courses not yet available for team review																									
	SPRING	ARCH 455 INTERNSHIP (new course first offered fall 2018) Note: Internship can occur either fall or spring - student preference																										
5	FIFTH	INDIVIDUALIZED	Student work from these courses not yet available for team review																									
B.ARCH only	FALL	ARCH 403 Architecture Design Studio (new course first offered fall 2019) ARCH 424 Research & Program. Methods in Arch.(new course first offered fall 2019)	Student work from these courses not yet available for team review																									
	SPRING	ARCH 404 Architecture Final Project Studio (new course, first taught spring 2020) Electives																										

Appendix 3. The Visiting Team

Team Chair/NAAB Representative

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Practitioner

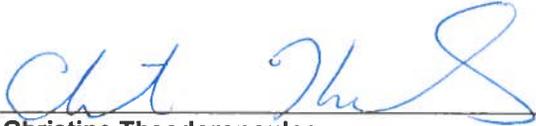
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VI. Report Signatures

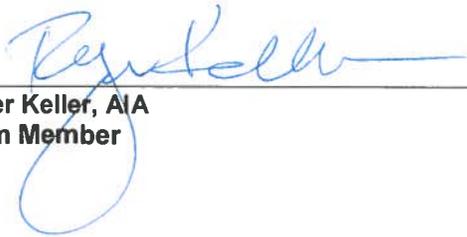
Respectfully Submitted,



Tyler Ashworth, AIA
Team Chair



Christine Theodoropoulos
Team Member



Roger Keller, AIA
Team Member