

Visiting Team Report

Ball State University
Department of Architecture

M.Arch.

Visit Dates: March 28-30, 2022



National
Architectural
Accrediting
Board, Inc.

Visiting Team Report (VTR)

2020 Conditions for Accreditation

2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	<u>Ball State University</u>
Name of Academic Unit	School of Architecture
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	☐ <u>Bachelor of Architecture</u> Track: ☒ <u>Master of Architecture</u> Track I: Undergraduate degree with architecture major + 57 graduate semester credit hours Track II: Undergraduate degree with non-architecture major + 99 graduate semester credit hours ☐ <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2013
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
Program Administrator	Professor Pam Harwood Master of Architecture Program Director
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Dean David Ferguson Interim Chair Olon Dotson
Chief Academic Officer of the Institution	Provost Susan Rivera-Mills
President of the Institution	President Geoffrey Mearns

I. Summary of Visit

a. Acknowledgments and Observations

The visiting team would like to thank the Ball State University Department of Architecture administration and faculty for the well organized and complete preparation of materials for the Master of Architecture NAAB accreditation visiting team review.

We were impressed by the dedication of students, faculty, and staff in the Department of Architecture. In our meetings, we heard a consistent message about the sense of community in the department and program. The Ball State Master of Architecture program is an affordable path for students seeking a professional degree in architecture. The program's curricular structure provides students with opportunities for academic engagement and professional mentoring that will have a positive impact well into the professional practice years. Program core values are student-focused and include opportunities for learning through a multifaceted, design-focused lens on important current community design and professionally based topics including environmental stewardship, social and environmental justice, and new and innovative technologies. Departmental, college and university resources are available to assist research and creative work for teaching and learning. The Master of Architecture program consists of a two-year track (Track 1) and a three-year track (Track 2). Students in the program come from a range of academic backgrounds. The learning environment is one where collaboration is valued and students show respect and appreciation for each other's talents and contributions which in turn have a positive impact on the culture in the program and department.

Numerous opportunities available for students support a rich environment for teaching and learning. This is especially apparent in student access to equipment in labs and workshops and library and archival resources that encourage creative production and research. The Master of Architecture program is administered in two locations – Muncie and Indianapolis. Three-year track students begin study in the Architecture Building in Muncie and move to the CAP Center in Indianapolis for their second year, where they join two-year students who are in their first year of study. All students return to Muncie for their final year. The use of two sites provides an opportunity for students to learn from both the academic environment and professional architecture community. The CAP Indy Center is also used as a site for AIA events. Students participate in these events while studying at the Indy site, but also travel from Muncie to Indianapolis to participate.

For three-year (Track 2) students, the first year serves as an important time of transition and preparation prior to joining 2-year (Track 1) students. Applied design projects in the studio setting, particularly Arch 601 Community Engaged Applied Learning Design Studio (focused on designing for local communities), Arch 602 Integrated Architectural Design Studio (focused on the Department of Energy's Solar Decathlon Design Challenge), present two major strengths of the program and integrates community based engagement, technical issues, and other facets of design in a manner where learning about the relationship between design and systems integration is a feature of the studio sequence. The final year studios, Arch 603 Multi-Disciplinary Design Knowledge Studio and Arch 604 Independent Design Project Studio, build on the strengths of the curriculum. Professional Practice, Building Technology, Research, History and Theory and other courses are well placed in the curricular sequence to support the core design studios. An important strength of the program is the opportunity for students to enroll in dual degree and certificate programs and to pursue an integrated path to licensure (IPAL). These programs give added value in areas of concentration related to architecture for students as they enter into a professional career, and allow for additional credentialing. Students also have opportunities to engage in internships while they are pursuing their degree.

The educational experience and program curriculum are supported by the Architecture Department's mission of engaged practice and research. Faculty use equipment and facilities in the workshops and labs along with research materials in the library, materials library, and various

archives in support of their courses. Methods of using equipment and research materials are embedded in the coursework, encouraging students to work with the resources independently in subsequent courses. Support for faculty research and teaching is available, including micro-grants and other forms of support for faculty to innovate. Many of the studio courses are supported by grants to aid the student work, especially when work has a positive impact for community groups and neighborhoods, so that students can focus on producing high-quality work.

The University is committed to assessment as a core part of strategic planning, program, and curricular development. A new strategic plan at the university level, entitled Destination 2040: Our Flight Path, 2019-2024, has required action plans for academic units that integrate and build on the university's strategic goals. The College of Architecture and Planning and Department of Architecture's strategic plans are guided by this. Multiple forms of assessment are coordinated, and the NAAB accreditation process is well integrated. The college, department and program have the well-informed support of Provost Susana Rivera-Mills, and Dean David Ferguson and Associate Dean Andrea Schwartz. The NAAB accreditation process was guided and supported by the university's Accreditation and Assessment Manager, Carole Kacius.

All of the materials for the accreditation were accessible in digital format, well organized and easy to navigate. Supplemental materials were available on the program, college and university websites through hyperlinks and any additional materials needed by the NAAB visiting team were provided, allowing us to complete our work in a timely and comprehensive manner. We are grateful to the program faculty and students for all of the preparation for our visit. Special thanks is given to Interim Chair Olon Dotson, Program Director Pam Harwood and the College's Accreditation and Assessment Manager, Julie Kratzner. Their leadership and preparation, prior to and during this visit, has allowed us to focus fully on our work during the visit. Finally, we are grateful to the Ball State Master of Architecture community for their welcoming hospitality during our virtual visit.

b. Conditions Not Achieved

SC.5. Design Synthesis - Not met

5.5 Social Equity, Diversity and Inclusion - Not demonstrated

II. Progress Since the Previous Site Visit

2009 Student Performance Criterion 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.*

Previous Team Report (2013): 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.

Team Assessment:

Since the 2013 APR, the course, Introduction to Professional Practice (ARCH 520, required for track 2 students) has added material that addresses building cost fundamentals. The program also addresses financial considerations in Integrated Architecture Design Studio (ARCH 602, required for track 1 and track 2 students) through market analysis, affordability and financial

feasibility, and life-cycle cost analysis, required as part of the US Department of Energy Solar Decathlon Design Challenge which is the basis for the studio design project. Note that some of the requirements of B.7 are included in SC.4 which is now met.

2009 Student Performance Criterion 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.

Previous Team Report (2013): 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.

Team Assessment:

Since the 2013 APR, Additional course materials addressing Legal Responsibilities have been added to Introduction to Professional Practice (ARCH 520, required for track 2 students). Note that some of the requirements of C.7 are now largely included in SC.3 Regulatory Requirements which is now met.

2009 Student Performance Criterion C.8 Ethics & 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.

Previous Team Report (2013): 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.

Team Assessment:

Since the 2013 APR additional course materials addressing Ethics and Professional Judgment have been added to Introduction to Professional Practice (ARCH 520, required for track 2 students). Note that some of the requirements of C.8 are now included in SC.2 Professional Practice which is now met.

2009 Student Performance Criterion 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.

Previous Team Report (2013): 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.

Team Assessment:

The Ball State Architecture Department's Studio Culture Policy reflects the commitment to environmental justice, equity, and stewardship as an important value. Integrated Architecture Design Studio (ARCH 620, required for 2-year and 3-year track students) is focused on community design and public interest initiatives. Note that some of the requirements of C.9 are now included in PC.8 Social Equity and Inclusion which is now met.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program as a result of changes in the Conditions is required.

Team Assessment:

In the pivot to the new NAAB Accreditation Conditions, the program has been focused on implementing assessment methods. To date, the primary focus of their assessment is through recurring assessment and modification of courses. Ball State University initiated a new strategic planning process in 2018 that requires units across the university, including the Architecture Department, to have action plans that align with the university strategic plan beginning in 2019. As such, the timing of the 2020 Conditions aligns with the development of a department-specific strategic action plan. The department is beginning this process by focusing on Condition 2 of the APR - Shared Values of the Discipline and Profession as a framework, guiding the strategic action plan. Some specific changes that are a result of the program's shift to an assessment model for strategic change include: the appointment of a professional advisory board, changes in admissions process to better place the range of students who enter the program, end of semester faculty assessment meetings to discuss outcomes and alignments of courses at each level (first year courses, second year courses, etc.), and better alignment of academic, extracurricular work including internship requirements.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[X] Described

Program Response:

In our small Midwestern city, Ball State's architecture programs, the work by students and faculty, are valued by the university and impactful in our communities. We embrace our mission to prepare our students for professional success while instilling in them our commitment to architecture that elevates the well-being of all people. This 50th successful year as an accredited program has reaffirmed our core identity for providing an excellent education in a supportive and innovative teaching and learning environment, as we continue working to elevate our programs' futures. Our programs focus on each student's educational growth, looking outward at our settings in Muncie and Indianapolis, connecting student learning with community.

A recent influence on our programs has been our transition from being the sole state-supported professional Master of Architecture degree program to one of two (2017 addition of Indiana University's M.Arch). Another influence is the addition of a B.Arch option for our undergraduate students in response to meeting student demographic needs. Furthering a trend over the last decade, there has been a diminishing volume Ball State undergraduates entering the Track 1 M.Arch. program. Both of these influences have encouraged us to clarify and elevate our M.Arch program's identity. We are strengthening connections between our program and the profession as well as between our students and practicing architects. Additionally, we are elevating our history of success in connecting our students with outward focused, applied, learning-by-doing, educational experiences with community partners – a distinguishing characteristic of Ball State's M.Arch program and are enjoying the process.

Analysis/Review: The context and mission as summarized above was consistently recognized in the evidence and during the team's virtual visit. The program is uniquely positioned with two campuses in both Muncie and Indianapolis, giving students opportunities for exposure unlike other programs. Though Muncie and Indianapolis are completely different places in terms of their surrounding contexts, the program's ability to bridge these two sites for architectural education offers increased ability for alumni and student dialogue and gives design professionals opportunities for engagement with the program faculty and students through the Indy Center. Where studios and other courses taught at the Indy Center allow faculty and students to engage in coursework that encourages collaboration with and service for the surrounding community, those taught in the Architecture Building in Muncie focus on college and university resources and collaborations. The program has also instituted a culture of travel. Travel ranges from day / half day trips locally to trips abroad for either a semester or summer session that exemplify faculty-initiated international educational opportunities.

It is evident that this staff, faculty, and administration live out their mission to “provide a distinctive education for architecture and historic preservation students, providing 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 equity and environmental stewardship, our graduates will be ready to serve the needs of diverse global communities as engaged leaders advancing their discipline.” The program’s quick pivot to integrate “hyflex” teaching modalities in response to COVID-19, while maintaining the distinctive educational attributes of the program, reflects its commitment to the student’s quality of education.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

[X] Described

Analysis/Review: Design: The program provides design opportunities for all students by means of local engagement, education of global awareness, promotion of student independence and self direction, and professional connection and preparedness. The program reinforces this with the idea that design is an iterative process of shared and individual values that is woven from all courses into their design studios. Design studio is noted as the heart of the program in both pedagogy, time commitment, and emphasis. Long range planning was conducted in conjunction with faculty and students, and contains items to support design such as increasing research skills, integration of multi-disciplinary work, and design build opportunities.

Environmental Stewardship and Professional Responsibility: Environmental Stewardship and Professional responsibility is a cornerstone of the Program, Department, and University. The university is a signatory to the Climate Leadership Commitment, the Talloires Declaration, and the American College and University Presidents' Climate Commitment. At the Department level, there is support for several student and faculty groups such as Emerging Green Builders, ASHRAE, BSU COTE, and Center for Energy Research Education, and Service (CERES). At the Program level, faculty expertise in these areas helps to drive curriculum, and graduate certificates are offered in High Performance Building Design and Social and Environmental Justice. The required studio at the Indy Center is also based on the DOE's Solar Decathlon, offering all students a shared experience in rigorous stewardship and responsibility. Long range planning includes integrating environmental stewardship into all design studios and continuous support of the Solar Decathlon studio.

Equity, Diversity, and Inclusion: Equity, Diversity and Inclusion are woven into the Studio Culture Policy as well as required coursework. All students participate in required coursework on Social and Environmental Justice, which instills these values and carries into design studios. The 2-year and 3-year track provide an affordable entry to the profession with cost by credit hour. The addition of the IPAL program is in part planned as a means of attracting more diverse students. Long range planning looks at the Ball State BSED degree as a lateral point of entry into the College of Architecture and Planning's graduate programs, including architecture, so that a broader range of undergraduate students already enrolled in the university and transfer students have a way of pursuing professional degrees. The support of continuing mentorship programs in the department is also part of long range planning.

Knowledge and Innovation: A focus on the importance of Knowledge and Innovation is seen at all levels of the program. Faculty and students focus on knowledge based on scholarship and research augmented by program and university resources to support students' final projects. The program offers new technologies such as a CNC mill, robots, laser cutter, 3D printers, and a Simulation Lab. The department converted a tenure-track position into a Design Innovation Fellowship with a maximum 2 year contract to bring in fresh perspectives and to support and encourage innovation in the use of digital tools and technologies. The CAP's guest lecture series provides additional support by bringing designers and other professional experts to the department. Long range planning focuses on publicizing the Design Innovation Fellowship to enlarge the pool of eligible candidates, to support faculty in research growth and development and interdisciplinary work.

Leadership, Collaboration, and Community Engagement: Students are encouraged in their coursework to engage in leadership both as individuals and collaboratively. Additionally, the department has several student groups such as AIAS, AIAS FBD, ASHRAE, USGBC, and NOMAS. Through the year spent in Indianapolis, students are engaged in design work at local sites with community-based design issues as the core of the studio. This helps to foster a commitment for students and program graduates to continue to be invested in a community's health and well being. Long range planning focuses on strengthening the Solar Decathlon studio, applied learning experiences, and engagement with the local Civic Design Center.

Lifelong Learning: The program fosters lifelong learning as a "T-shaped" professionals that are knowledgeable about the breadth of issues... as well as the importance of a depth of knowledge...." Through methodical layering of coursework and the individual final project, students are encouraged to explore many facets of design. The CAP Guest Lecture Series, Learning and Teaching Culture, and Design Innovation Fellow play a role in expanded lifelong learning. Long range planning notes the importance of continuing the Design Innovation Fellow, supporting new adjunct faculty at CAP Indy Center, as well as promoting other credentials.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

[X] Met

Team Assessment: This criterion is met with distinction. The program matrix indicates three courses where this criterion is addressed: Professional Practice (ARCH 520), required for track 2 students, and Community Engaged Applied Learning Design Studio (Arch 601) and Professional Practice (Arch 620), required for track 1 and track 2 students). Evidence was found in course syllabi and accompanying schedules for these courses. PC.1 is reinforced through curricular and extracurricular offerings, noted in the APR, and found in the Ball State NAAB Documentation folder, and confirmed in our meetings with the Ball State architecture community, including certificate, dual degree programs and IPAL, and activities that connect students with AIA Indianapolis and professional and community partners. The program provided evidence of plans for recurring assessment and modification for the listed courses.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

[X] Met

Team Assessment: This criterion is met. The program matrices indicates eight courses where this criterion is addressed: Design Thinking (ARCH 501), Environmental Design, (ARCH 502), Design Application Workshop (ARCH 503), and Visualization and Communication (ARCH 561), required for track 2 students, and Community Engaged Applied Learning Studio (ARCH 601), Integrated Architecture Design Studio (ARCH 602), Multi-Disciplinary Design Knowledge Studio (ARCH 603) and Independent Final Project Studio (ARCH 604), required for track 1 and track 2 students. Evidence was found in course syllabi and accompanying schedules for these courses. The role of the design process is well supported by the use of two campuses: students in track 2 spend their first year in Muncie, joining track 1 students in Indianapolis in the following year. All students spend their final year in Muncie. The program provided evidence of plans for recurring assessment and modification for the listed courses.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

[X] Met

Team Assessment: This criterion is met. The program matrices indicate six courses where this criterion is addressed: Passive Environmental Systems (ARCH 570), Active Environmental Systems (ARCH 571), and Contemporary Issues in Architecture (ARCH 551), required for track 2 students, and Community Engaged Applied Learning Studio (ARCH 601), Integrated Architecture Design Studio (ARCH 602), and Applied Systems Thinking (ARCH 618), required for track 1 and track 2 students. Evidence was found in course syllabi and accompanying schedules for these courses. PC.3 is reinforced through a number of curricular and extracurricular offerings noted in the APR and found in the Ball State NAAB Documentation folder, and confirmed in our meetings with the Ball State architecture community, including the ASHRAE

student branch, BSU Council on the Environment, Emerging Green Builders, and Solar Decathlon. The program provided evidence of plans for recurring assessment and modification for the listed courses.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

[X] Met

Team Assessment: This criterion is met. The program matrices indicates five courses across the curriculum where this criterion is addressed: Contemporary Issues in Architecture (ARCH 551), required for track 2 students, Final Project Preparation (ARCH 637), Contemporary History and Theory of Architecture (ARCH 639), Urban Design: History, Theory, and Practice (ARCH 646) and Applied Theory and Representation (ARCH 647), required for track 1 and track 2 students). Evidence was found in course syllabi and accompanying schedules for these courses. PC.4 is reinforced through curricular and extracurricular offerings noted in the APR and found in the Ball State NAAB Documentation folder, and confirmed in our meetings with the Ball State architecture community, including a guest lecture series, certificate options, and electives. The program provided evidence of plans for recurring assessment and modification for the listed courses.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

[X] Met

Team Assessment: This criterion is met. The program matrices indicate six courses across the curriculum where this criterion is addressed: Contemporary Issues in Architecture (Arch 551), required for track 2 students, and Integrated Architecture Studio (Arch 602), Independent Final Project Studio (Arch 604), Research Methods (Arch 636), Final Project Prep (Arch 637, and Theory and Representation (Arch 647), required for track 1 and track 2 students. Evidence was found in course syllabi and accompanying schedules for these courses. PC.5 is reinforced through activities and curricular options noted in the APR and found in the Ball State NAAB Documentation folder and confirmed in our meetings with the Ball State architecture community, including certificate options, Design Innovation Fellow faculty advising, and access to college labs and tools. The program provided evidence of plans for recurring assessment and modification for the listed courses.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

[X] Met

Team Assessment: This criterion is met. The program matrices indicate three courses across the curriculum where this criterion is addressed: Professional Practice (ARCH 520, required for track 2 students, and Community Engaged Applied Learning Design Studio (Arch 601) and Integrated Architecture Design Studio (Arch 602), required for track 1 and track 2 students. Evidence was found in course syllabi and accompanying schedules for these courses. PC.6 is reinforced through a number of extracurricular offerings, noted in the APR, and found in the Ball State NAAB Documentation folder, and confirmed in our meetings with the Ball State architecture community, including student organizations (AIAS and FBD) and activities that connect students with AIA Indianapolis and professional and community partners. The program provided evidence of plans for recurring assessment and modification for the listed courses.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

[X] Met

Team Assessment:

This criterion is met. The program matrices indicates six courses across the curriculum where this criterion is addressed: Design Thinking and Foundations Studio (Arch 501), Design Application Workshop (Arch 503), Visualization and Communication (Arch 563), required for track 2 students, provide a supportive learning environment in the first year at the Muncie campus where students begin to understand the importance of studio culture and collaboration. These qualities are developed further in Community Engaged Applied Learning Design Studio (Arch 601), required for track 1 and track 2 students, when students, learning at the CAP Center in Indianapolis engage with communities and neighborhoods through their projects. Independent Final Project Studio (Arch 604) and Final Project Prep (ARCH 637), required for track 1 and track 2 students, serve as a way for students to collaborate and share perspectives and pursue self-directed design inquiry. Evidence was found in course syllabi and accompanying schedules for these courses. PC.7. is reinforced through additional initiatives noted in the APR and found in the Ball State NAAB Documentation folder, including the university requirement for each student to follow the Beneficence Pledge, a pledge focused on acting in a socially responsible way and value the intrinsic worth of every member of the community and students' introduction to the AIAS required studio culture policy which is reviewed and updated based on student and faculty input. The program provided evidence of plans for recurring assessment and modification for the listed courses.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

[X] Met

Team Assessment: This criterion is met. The program matrices indicates six courses across the curriculum where this criterion is addressed: Design Application Workshop (ARCH 503), Introduction to Professional Practice (ARCH 520), Contemporary Issues in Architecture (ARCH 551), required for track 2 students, and Community Engaged Applied Learning Studio (ARCH 601), Contemporary History and Theory of Architecture (ARCH 639), and Urban Design: History, Theory, and Practice (ARCH 646), required for track 1 and track 2 students). Evidence was found in course syllabi and accompanying schedules for these courses. PC.8 is reinforced through a number of extracurricular offerings noted in the APR and found in the Ball State NAAB Documentation folder, and confirmed in our meetings with the Ball State architecture community, including the lecture series, community engagement activities in Muncie, study abroad program, and the Architecture Department specific initiatives for the Ball State University Inclusive Excellence Plan. The program provided evidence of plans for recurring assessment and modification for the listed courses.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

[X] Met

Team Assessment: This criterion is met. The program matrices indicate seven courses across the curriculum where this criterion is addressed (Arch 503, Arch 570 and Arch 571 required for track 2 students, and Arch 603, 618, 620 and Arch 636, required for track 1 and track 2 students). We found evidence at the level of understanding in course syllabi and schedules for all courses listed in the matrix: Design Application Workshop (Arch 503), Passive Environmental Systems (Arch 570) and Active Environmental Systems (Arch 571), Multi-Disciplinary Design Knowledge Studio (ARCH 603), Applied Systems Thinking (Arch 618), Professional Practice (ARCH 620) and Research Methods in Architecture (Arch 636). Students in track 1 typically complete this requirement with additional undergraduate courses equivalent to the 500 level courses for track 2 students, evaluated as part of the admissions process. The

program provided evidence of plans for recurring assessment and modification of these courses through student work.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

[X] Met

Team Assessment: This criterion is met. The program matrices indicate three courses across the curriculum where this criterion is addressed (Arch 520, required for track 2 students and Arch 602 and Arch 620, required for track 1 and track 2 students). We found evidence at the level of understanding in syllabi and schedules for two courses listed in the matrix: Introduction to Professional Practice (ARCH 520) and Professional Practice (ARCH 620). Some students in track 1 meet this requirement based on ARCH 320 or an approved 450-hour minimum internship with a licensed architect, IPAL seminar, or ARCH 520. This is evaluated through the admissions process. The program provided evidence of plans for recurring assessment and modification for these courses through student work.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

[X] Met

Team Assessment: This criterion is met. The program matrices indicate five courses across the curriculum where this criterion is addressed (Arch 601, Arch 603, Arch 618, Arch 637, and Arch 646, required for track 1 and track 2 students). We found evidence at the level of understanding through course syllabi and schedules in all five courses listed in the matrix: Community Engaged Applied Learning Design Studio (Arch 601), Multi-Disciplinary Design Knowledge Studio (ARCH 603), Applied Systems Thinking (Arch 618), Final Project Prep (ARCH 637), and Urban Design: History, Theory, and Practice (ARCH 646). The program provided evidence of plans for recurring assessment and modification of these courses through student work.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

[X] Met

Team Assessment: This criterion is met. The program matrices indicates eight courses across the curriculum where this criterion is addressed (Arch 514, Arch 518, Arch 538, Arch 570 and Arch 571, required for track 2 students and Arch 602, Arch 618, Arch 624, required for track 1 and track 2 students). We found evidence at the level of understanding through course syllabi and schedules in all eight courses listed in the matrix: Introduction to Architectural Building Technology (Arch 514), Introduction to Structural Systems (Arch 518), Structural and Material Systems (Arch 538), Passive Environmental Systems (Arch 570) and Active Environmental Systems (Arch 571), Integrated Architecture Design Studio (Arch 602), Applied Systems Thinking (Arch 618) and Applied Building Technology (Arch 624). Students in track 1 typically complete this requirement with additional undergraduate courses equivalent to the 500 level courses for track 2 students, evaluated as part of the admissions process. The program provided evidence of plans for recurring assessment and modification of these courses through student work.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

[X] Not Met

Team Assessment: This criterion is not met. The program matrices indicate four courses across the curriculum where this criterion is addressed (Arch 601, Arch 602, Arch 603, and Arch 604, required for track 1 and track 2 students). We found evidence through student work at the level of ability of synthesis of user requirements, site conditions, and consideration of measurable environmental impacts at the level of ability for all students in Community Engaged Applied Learning Design Studio (Arch 601) and Integrated Architecture Design Studio (Arch 602). In Arch 601 and Arch 602, we found evidence of synthesis of regulatory requirements and accessible design in the work of some students, however evidence was not found consistently in the work of all students. The program provided evidence of plans for recurring assessment and modification of these courses through student work.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

[X] Met

Team Assessment: This criterion is met with distinction. The program matrices indicate three courses across the curriculum where this criterion is addressed (Arch 602, Arch 618, and Arch 624, required for track 1 and track 2 students). We found evidence through student work at the level of ability in Integrated Architecture Design Studio (Arch 602) and Applied Systems Thinking (Arch 618, co-listed with Arch 603). The program provided evidence of plans for recurring assessment and modification of these courses through student work.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

[X] Met

Team Assessment: This condition is met. The program provided a copy of the most recent letter of accreditation from the Higher Learning Commission (HLC) that states in 2014, Ball State received continuing accreditation from HLC. The next reaffirmation will take place in 2023-2024. A link to the HLC website was provided as well, showing accreditation.

4.2 Professional Degrees and Curriculum

The NAAB accredits 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.

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
- In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

[X] Met

Team Assessment: This condition is met. Per the APR and conversations with the program, there is a 2-year track (track 1) and 3-year track (track 2) for the program. Typically, students with an undergraduate degree in architecture are enrolled in the 2-year track. Students with other backgrounds are enrolled in the 3-year track. The 3-year track has a unique first year where general skills and knowledge are covered, and then follow the 2-year track outline for years 2 and 3.

Regarding General Studies, all students entering the 2-year or 3-year track have an undergraduate degree, with credits meeting general study requirements. When students apply to the program, transcripts are surveyed to validate requirements using the evaluation checklist.

Students are required to take 12 credit hours of elective studies. While the University has many options, the program also allows these credits to be used to complete one of their many certificate or dual degree programs, and the IPAL program.

The 2-year track (track 1) is 57 credit hours and the 3-year track (track 2) is 99 credit hours, per evidence found in the APR and school website. Undergraduate program coursework makes up the remaining required professional program credits for the 2-year track to reach 168 credit hours. The program provided a detailed list of courses.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and

equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

[X] Met

Team Assessment: This condition is met. The Programs web page lists all requirements for application to the Master of Architecture. Once the application is submitted, the documentation is reviewed by the Graduate School, and then sent to the program for the course equivalency process. For courses that are evaluated, the Program uses a course equivalency evaluation check sheet to review student provided documentation. Review is based on transcripts and course descriptions, along with course syllabi and student work if further evidence of equivalency is needed. After the review is complete, a plan of study is created. Plans for students who received undergraduate degrees in architecture from other universities include additional coursework for any curricular areas and courses with equivalency or gaps that need to be filled. This is provided to the applicant before enrollment. Since the program requires 12 credit hours of elective course work, typically any additional courses that are needed because of professional content deficiencies can be taken without affecting the 2- or 3-year time period of study. In our discussion with students, they found the process to be transparent and easy to navigate and work through with the program.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

[X] Described

Team Assessment: This condition is met. Evidence was found in the Ball State NAAB APR and the Ball State University website.

University: Ball State University President, Geoffrey S. Means, oversees the administration of the university. President Means leads Ball State under the guidance of the Board of Trustees. A cabinet of seven Vice Presidents, Athletic Developer, and the President of the University Foundation also provide input. Three additional bodies, the University Senate, Staff Council, Student Government Association play key roles in consultation with the President. The University Provost, Susana Rivera-Mills, also serves as the Executive Vice President for Academic Affairs, and oversees the College of Architecture and Planning.

College: The College of Architecture and Planning has four departments (Architecture, Landscape Architecture, Urban Planning, Construction Management, and Interior Design). They are each administered by a faculty-elected Department Chair. The executive officer of the college is the Dean, David Ferguson, who oversees matters of policy, budget, promotions, and appointments, who is assisted by Associate Dean Andrea Schwartz and guided by the College Leadership Council that includes college administration and department chairs. College faculty participate in university and college committees.

Department: The Department of Architecture leadership comprises the elected chair (it is currently led by Interim Chair Olon Dotson), an appointed Associate Chair and appointed program directors for the Master of Architecture (Pam Harwood) and Master of Science in Historic Preservation programs. Departmental faculty are elected to serve on departmental committees. Faculty leadership includes year-level coordinators.

Students: There is a department level student council with representation from year levels and student organizations. Evidence of opportunities for student participation was communicated to the team in the Student Leaders meeting. These students shared opportunities to engage with the Architectural Student Council and influence the program. Student leaders have been invited to participate in tenure-track faculty search committees and influence future staff positions.

State: The University operates with oversight of the Indiana Commission for Higher Education, a 14-member public body created in 1971 to define the missions of Indiana Colleges and Universities. Governance and control is vested in the nine-member Board of Trustees which includes a full time student and two members nominated by the Alumni Association. The University Senate is responsible for the educational policy at the university and the School of Architecture elects a representative who serves a two-year term. The same representative serves on sub-committees like the Creative Teaching Committee.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.

- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

[X] Demonstrated

Team Assessment: This condition is met. Planning and assessment are demonstrated in the materials that were provided to assess program and student criteria and are described in the Architecture Program Report (APR). At this time, the program is focused on assessing coursework goals for continuous improvement and has begun a process of understanding need for improvement through student surveys. In the department, coursework is also assessed by faculty with regular year level meetings that assess teaching and learning for courses at each year level. Assessment at the department level is also guided by a university initiated process for continuous improvement and evaluation. Rooted within the Key Performance Indicators (KPI) approved by the university, the program is in process of fulfilling the action plan goals in their own five-year plan. The program and department are also in process of developing their own NAAB specific KPI's for the purposes of continual accreditation.

The university requirement of five year department planning goals that align with the university's strategic initiatives is a strength of the assessment process. The newly formed Professional Advisory Committee offers outside input from the professional community for the department as it develops program, curricular, and extra-curricular goals. The process will benefit from coordination of NAAB criteria as part of the assessment in future years.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 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.

[X] Demonstrated

Team Assessment: This condition is met. Curricular development was described in the APR. Faculty join the department chair, the undergraduate advisor and program directors on the department curriculum committee (graduate and undergraduate). Program heads serve as committee chairs. Faculty are elected as representatives for curricular areas or as an at-large member for two year terms. Two Architecture Department Faculty serve on the College Curriculum Committee, and the college elects two representatives for the university Undergraduate Education Committee and two representatives for the Graduate Education Committee that reviews /approves all curricular changes at the graduate level.

The curriculum committees review course descriptions and learning outcomes to align with the department's mission and values and NAAB student performance expectations. The Department's Graduate Curriculum Committee (GCC) reviews course material for all courses aligned with each PC and SC. The GCC identifies areas of weakness through review of course narratives and assessment metrics. Self-assessment is used to set curricular agendas and initiatives. Potential curricular revisions are discussed to address any deficiencies in PC and SC. The GCC, if needed will make suggested tweaks to courses and identify course revisions along with to-be-dropped courses.

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

[X] Demonstrated

Team Assessment: This condition is met. The Ball State APR provides information about procedures for balancing faculty workloads with research, professional, and creative endeavors. Information including URL links were provided as supplementary evidence of existing programs for tenure and tenure-track faculty to devote time to these interests, as well as a breakdown of a typical semester course load and committee work for faculty. Resources and links were provided to demonstrate faculty opportunities for professional development through the architecture program in several areas: travel scholarship, continuing education, the CAP lecture series, immersive learning grants, and research grants, among others. In the visiting team's meeting with staff and meeting with faculty, resources for support were confirmed. The APR identifies Assistant Professor Daniel Overbey, AIA, NCARB, LEED Fellow, WELL AP as the Architectural Licensing Advisor (ALA), and confirms Professor Overbey participates in the NCARB Licensing Advisors' Summit as well as provides direct mentorship to students on licensure pathways. The APR indicates student support services through several university wide resources, for which supplementary links have been provided. Of these are the Learning Center, Campus Life, the Office of Disability Services, the Office of Student Life, the Career Center, and the Office of Admissions. The College of Architecture also provides a Job and Internship Fair, as well as financial support for conference attendance. Discussion with students during the visit confirmed availability of support services were understood by the student body.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

[X] Not Demonstrated

Team Assessment: This condition is not met. The commitment to social equity, diversity, and inclusion in regards to resources is reflected in equitable salaries, salary adjustments when not equitable, a hiring process based on qualifications, advertising to diverse pool groups, and HR diversity assessment. How this commitment is reflected in the distribution of physical resources was not described.

Diversity of faculty and staff has shifted since the last visit mostly in terms of gender, seeing a rebalancing with more female faculty joining the department. Comparison of faculty/staff diversity to students was not provided. Additional benchmarking that the program saw as relevant was not provided. In discussion with the department chair and program head, they noted ideal benchmarks would be the state of Indiana, with a focus on urban centers such Indianapolis. A future plan of maintaining and improving faculty and staff diversity was not clear.

Student diversity has increased from the last visit. The APR describes the creation of the Inclusive Excellence Task Force within CAP. Through this, they held an Implicit Bias Workshop, and covered other topics included in the Universities Inclusive Excellence Plan. The Inclusive Excellence Plan extends to 2024, and the department looks to further implement the strategies contained within. Compared to the diversity of the entire student body, the M.Arch program is slightly more diverse. Other benchmarks were not provided regarding student diversity.

Social equity, diversity, and inclusion can be found as pillars in the new BSU Strategic Plan, as well as the Faculty and Staff Handbook and the Inclusive Excellence Plan which was created by their Office of Inclusive Excellence. A culture of inclusive excellence is reflected in the college and department through various activities. In addition, the university is currently building a new Multicultural Center in the heart of campus. BSU's EEOC policy is listed in the Faculty and Professional Handbook. The importance of social equity, diversity, and inclusion as a main focus for the university was confirmed in the visiting team's meeting with the provost.

The university's Office of Disability Services lists services and resources for students and employees, on their website and through respective handbooks. A Human Resource Coordinator is available for employees and staff for any accommodations. For students, the Office of Disability Services is available for accommodations.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 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, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

[X] Demonstrated

Team Assessment: This condition is met with distinction. Physical resources were described in the APR, shown in the video tour of facilities, and supported in conversations with faculty, staff, and students. The Master of Architecture Program is administered in two locations - the Architecture Building on the Ball State Main Campus in Muncie, and the College of Architecture and Planning (CAP) Indy Center in Indianapolis. The Architecture Building is the college's primary physical resource at the Muncie Campus. The building is 70,000 sf in size with a five level glass atrium in the center used for events, critiques, shows and collaboration. The building has 25 studios, support spaces, library, print center, auditorium, gallery space, print center, CNC shop, and Robot Lab. The recent renovation, designed by Axis Architecture, provides a series of spaces promoting collaboration and the use of technology when reviewing and critiquing projects.

The downtown Indianapolis location, Cap Indy, is located in Elevator Hill, an up and coming near eastside neighborhood ripe for development. The location provides a rich backdrop for student intervention and experience with the adjacent community and the City of Indianapolis. The building is one story and has an exposed wood structure providing inspiration to the classrooms, studios, offices, eating social space, huddle space, large event space, laser cutting space, 3d printing space, and a print center. A building next door provides a fully complemented wood shop. All students are assigned a dedicated desk and locker at both locations.

At the Architecture Building in Muncie, a large lecture hall that seats 215 is located on the main level and 5 other primary classrooms serving about 42 students each are spread throughout the building. Collaboration spaces are located within each of the studio spaces and the atrium provides social interaction space and pin up space. Students and faculty benefit from other university units located in the building including Center for Energy Research Education, Architecture Library, Archives, Institute for Digital and Intermedia Arts, Digital Fabrication Labs, Computer SIM Lab, and the Communication Research Center.

All full time faculty and part time (upon request) are assigned an office. Faculty hold regularly scheduled hours and hours by appointment to meet the demands of students requiring a visit. All full-time faculty are provided with a laptop on a four-year cycle for replacement. Faculty and students have access to the Architecture Library and to computers, printers, and scanners in the building and at system wide library spaces. Faculty and students have access to a Visual Resources Collection, home to building materials from the past and present. Faculty provide access to the students via drop in visits, phone calls, email, and chat via the University Library website. As noted, The Architecture Library, Visual Resources Collection and the Archive support all learning formats and pedagogies.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

[X] Demonstrated

Team Assessment:

This condition is met. The APR provided information on its institutional support from the university that covers the general operating expenditures for programs, and also enhancement support from student program fees that is used for graduate assistantships and ECAP Labs. The College of Architecture and Planning and Department of Architecture are working under a new budget model for the university that is gradually being introduced. The budget model is incentive based and promotes innovation and effective resource management. The 2021-22 academic year is being used as a 'hold-harmless' test run year. The APR notes that there is a lack of transparency surrounding the shaping of the budget at the College level and does not yet know how it can positively impact the budget, and noted that additional information/data for projects and budgeting in the future will help. The department's operational budget saw a decrease in support over a five-year period, noted as primarily a reduction in faculty salaries and travel support. In

meetings with faculty and administration, it was noted that the department and program are looking forward to using the new budget model and adapting as they learn in the beginning year. Funding according to growth will be at the forefront of allocations.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

[X] Demonstrated

Team Assessment: This condition is met with distinction. The Ball State APR provides information about Architecture Library and University Library resources and provides URL links to supplement the summary provided. This includes print and digital media and resources, archives, the materials library, and research guides. The CAP Indy Center provides long term resources through the Architecture Library for student and program use. In the visiting team's meetings with faculty, students, and staff, it was confirmed that information resources are accessible, and students become familiar with resources through research and coursework. The department and college are well supported by library and college staff in the architecture library, materials library, and archives.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 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, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

[X] Met

Team Assessment: This condition is met. The Ball State Architecture Department website includes the statement on accredited degrees and other required information. [NAAB Accreditation – Department of Architecture | Ball State University \(bsu.edu\)](#)

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

[X] Met

Team Assessment: This condition is met. The Ball State Architecture Department website includes links to the 2020 Conditions and Procedures on the NAAB website. [NAAB Accreditation – Department of Architecture | Ball State University \(bsu.edu\)](#)

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

[X] Met

Team Assessment: This condition is met. The Ball State Architecture Department website includes links to the university career center, internship information and other pertinent career development information. [NAAB Accreditation – Department of Architecture | Ball State University \(bsu.edu\)](#) Introduction to Professional Practice (ARCH 520) and Professional Practice (ARCH 620) provide information that is focused on career preparation and development. The department also hosts a job and internship fair.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit

- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

[X] Met

Team Assessment: This condition is met. The Ball State Architecture Department website includes links to all accreditation reports and related documents. [NAAB Accreditation – Department of Architecture | Ball State University \(bsu.edu\)](#)

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

[X] Met

Team Assessment: This condition is met. The APR provides a link to the Ball State University Master of Architecture Program webpage where they have publicly documented admission requirements, dates and deadlines, and instructions for applying, and how to check the application status. Procedures for different types of applicants are outlined within the application and admission requirements along with an explanation on the evaluation of application materials for curriculum track admission, graduate assistantships, and scholarships. All of the information provided in the APR is publicly documented and consistent on the admissions webpage.

6.6 Student Financial Information

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.6.2 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

Team Assessment: This condition is met. The current tuition and fees rates, as well as opportunities for financial aid including scholarships and graduate assistantship positions are available on the BSU website within the School of Architecture section. A convenient calculator is also provided to estimate costs for full time graduate students attending both the fall and spring semesters. Tuition is determined by credit houses taken, major and course schedule. The program provides partial funding through GA positions and Standerford Recruiting Scholarship or Internships, to as many students as possible. Upon acceptance to the program, and before students confirm attendance, estimated costs unique to each student is provided by the program. Estimated fees are also provided at open houses. The program works hard to cover many fees, books, supplies, and materials within courses or grants, so there are minimal additional charges for students.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

PC.1. Career Paths: Information about career paths in architecture are included in curricular and extracurricular areas of the program. Guidance about career paths and connections with members of the professional community are well integrated.

SC.6. Building Integration: The studio sequence and support courses are well integrated, both between studios and support courses and across the studio sequence. Evidence of Building Integration was particularly well demonstrated in three courses: Arch 602, Integrated Architecture Design Studio and Arch 618, Applied Systems Thinking, co-listed in Arch 603, Multi-Disciplinary Design Knowledge Studio,

5.6 Physical Resources: The labs, equipment, studios, and workshops available for teaching and learning, and student and faculty use for inquiry and experimentation are extensive. This was verified consistently in our meetings with students, faculty, and staff.

5.8 Information Resources: The library and archives and materials library, available for teaching and learning, and student and faculty use for inquiry and exploration are accessible and use is encouraged. This was verified consistently in our meetings with students, faculty, and staff.

Appendix 2. The Visiting Team

Team Chair, Educator Representative

Kate Wingert-Playdon
Associate Dean and Professor
Division of Architecture and Environmental Design
Tyler School of Art, Temple University
2001 N. 13th Street
Philadelphia, PA 19122
215.204.7903
mwingert@temple.edu

Practitioner Representative

Haley DeNardo, Assoc. AIA
Architectural Designer
Niles Bolton Associates
Alexandria, VA 22314
607.351.2932
hdenardo@gmail.com

Regulator Representative

Marcus Thomas, AIA
Managing Principal
KEi Architects
Architecture | Interiors | Urban Design
Richmond, VA
757.897.0364
mthomas@keiarchitects.com

Student Representative

Baili Null
M.Arch Candidate
Washington University in St. Louis
AIAS Midwest Quad Director
614.824.9974
bailinull@gmail.com

Observer

Drew White, FAIA, LEED AP
Partner
Axis Architecture + Interiors
Office: 317.264.8162
Cell: 317.654.1521
dwhite@axisarch.com

V. Report Signatures

Respectfully Submitted,

Kate Wingert-Playdon

Kate Wingert-Playdon
Team Chair

Haley DeNardo

Haley DeNardo, Assoc. AIA
Team Member

Marcus R. Thomas

Marcus Thomas, AIA
Team Member

Baili Null

Baili Null, AIAS, Assoc. AIA
Team Member

Drew White

Drew White, FAIA
Observer