



**Arizona State University
The Design School**

2018 Visiting Team Report

Master of Architecture (M.Arch)

Track I (Pre-professional degree + 56 graduate credit hours)

Track II (Undergraduate degree + 99 graduate credit hours)

The National Architectural Accrediting Board
April 7-11, 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.

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I. Summary of Visit

a. Acknowledgments and Observations

Thank you to the entire Arizona State University Design School and Architecture Program for your hospitality. We feel that change is near. There is a real premise and energy for rigorous improvement that is desired by students, faculty, administration and alumni. The visiting team wants to acknowledge the efforts and time commitment made by new Director of Design Jason Schupbach and Interim Program Head Philip Horton, and their team, to make our time here effective and memorable.

Collaboration, group work and universal acceptance is imbedded in the program and university as a whole. Multi-disciplined studio work and cross-discipline research is effective and rewarding. We observed that a balance is needed between group collaboration and individual accountability such that each student is thoroughly taught and can show evidence of mastering the key skills needed within their future architectural profession. Once mastered, this heightens the great contributions to the collaborative and leadership process, enabling all students to be change agents in the New American University.

The student body is a vibrant, thoughtful and diverse representation of our society. They are fully committed to be change agents in the future society around us. The architecture program at ASU is on a path of evolving and adjusting to guide, mentor, teach, serve, challenge and work alongside this next generation of design leaders. A number of students are first-generation college students. Equity is here among us. The students, and faculty, and administration all realize that aligning the diversity of the faculty with that of the student population is important to the success of the new Redesign School.

Redesign.School, a listening session for feedback from key stakeholders across the nation, is underway, and is rooted in the faculty initiative to reconstruct a teaching model of rigorous architectural inquiry involving alignment, action and accountability. This is being facilitated by new Design Director Jason Schupbach and the highly anticipated new Architecture Program Head. The new administratively redesigned school will require a review of faculty workload to make the initiative fully successful.

The number of architecture program faculty has not increased to serve the increase in student enrollment. As a result, teaching loads for the current faculty remain high, coordination of existing course offerings and class sizes have increased. This condition does not serve the students in a manner that both the students and the faculty desire. The strain on existing faculty and students is present and is affecting student achievement and faculty innovation strategies.

b. Conditions Not Achieved

I.2.1 Human Resources & Human Development (not met in 2012 visit)

B1 Pre-design

B3 Codes and Regulations (not met in 2012 visit)

B10 Financial Considerations

C3 Integrative Design

II. Progress Since the Previous Site Visit

2009 Condition I.1.4, Long Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

Previous Team Report (2012): The narrative describing *Long Range Planning* was found in the APR on p. 33 and is further developed in the Curricular Diagrams following the text. However the team found the information to be inadequate.

The program has undergone significant change which began in 2006. The initial focus was to increase collaboration between Architecture and Landscape Architecture, and to create greater opportunities for international studies. In 2009, due to economic conditions in the university, the College of Design was merged with the College of the Arts to create the Herberger Institute for Design and the Arts. The architecture program is one of six programs of the Design School, which resides within the Herberger Institute.

The Design School has developed curricular changes to increase the types of Masters Degrees offered, and particularly to provide opportunities for multidisciplinary collaboration and to undertake double majors.

The team was unable to determine that the Herberger Institute has a long range plan in place. The Design School has worked to develop long-range initiatives, but, without the context of long term goals at the institute level, it is difficult for the architecture program to establish multi-year objectives for continuous improvement.

The current program director is stepping down and a search is concluding for the selection of a new director. This may create opportunities for strategic and long-range planning initiatives.

2018 Visiting Team Assessment: This condition, now I.1.5, has been met. The Design School and the architecture program both have described and have begun to implement a multi-year process to define and implement a long-range plan called Redesign School. There is strong evidence of alignment of university administration, Herberger Institute, Design School, and architectural administration and faculty on this plan and direction.

2009 Condition I.2.1, Human Resources & Human Resource Development:

Faculty & Staff: *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.*

- *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
- *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
- *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as*

outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.

- *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
- *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

Students: *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*

An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

Previous Team Report (2012): The narrative describing *Human Resources and H.R. Development for Faculty and Staff* is found in the APR on pp.49–53. Although the program has adequate support for some of the requirements, the team found the following items to be inadequate.

- Faculty: The faculty is engaged with the students and there is a high level of respect. Two vacant faculty positions remain unfilled, placing a strain on existing faculty, but searches may be initiated when the new director is in position.
- A concern exists that advancement opportunities are not available. An expectation of 12 months performance has been established for the Program Coordinators, yet they are compensated on a nine month basis plus stipend.
- An IDP Coordinator has been appointed and has attended training sessions, however, students identified a lack of communication on IDP information.
- Staff: Although they support the Design School very well, staff for the Design School is not adequate. The merger has left the school with seven staff to do the work that previously was handled by ten. Some staff members are working weekends to meet the increased demands of their position.

2018 Visiting Team Assessment: This Condition, still I.2.1, Human Resources & Human Resource Development remains unmet. Refer to this VTR's section I.2.1 Human Resources and Human Resource Development on VTR pg. 37-40 for the 2018 Visiting Team's full assessment of this criterion under the 2014 NAAB Conditions for Accreditation.

Concerning the deficiencies found by the 2012 Visiting Team, the 2018 Visiting Team can report the following updates:

The 2017 APR, pp.37-39 and 43-55, by ASU provides the narrative describing *Human Resources and Human Resource Development for Faculty and Staff*. Additional information was received in conversations with institute administrators Dean Tepper, Associate Dean Stauffer, Design School Director Schupbach, Interim Program Head Horton, and the architecture faculty and student body.

- The faculty remains dedicated and is engaged with the students and there is a high level of mutual respect. Two vacant faculty positions were filled after the 2012 accreditation, but in subsequent years, both faculty members left the institution. In addition, the previous director of The Design School left to become the Provost at another institution, there were leadership changes at the position of architecture program head, and two 1/2 time faculty left their positions - one retirement, and one resignation to return to full-time practice. Meanwhile, enrollment numbers have grown. Professor Philip Horton currently serves as interim program head and thus carries a higher service load. As a result, teaching loads for the remaining faculty remain high, and coordination of courses as well as class sizes have increased. The strain on existing faculty thus persists. An offer has been made to a candidate for the program head search and a tenure track search is ongoing; however, these two new hires will not suffice to balance the workload for faculty to fully support student learning and achievement.
 - Professor Horton agreed to assume the program leadership and was able to develop administrative skills. However, overall the faculty had limited opportunity to pursue professional development or to teach and/or develop electives in line with their research interests that would contribute to program improvement.
 - Philip Horton now serves as the Architect Licensing Advisor for ASU. He introduces students to AXP (previously IDP) during his ARP 584 Internship class. Students confirmed that AXP information is available to them and that they feel well advised on concerns relating to internships.
 - Staff has been expanded by two additional positions in the months prior to our visit. In the 2018 visiting team's meeting with staff it became apparent that the new hires were helpful but due to continuous growth within the architecture program, staff is still stretched to capacity. This is a concern considering the Design School's and the architecture program's desire to grow. Staff did report, however, that they have good access and support for professional development.

2009 Student Performance Criterion B.2, Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2012): The team found elements of accessible design throughout projects reviewed, however, evidence of a comprehensive approach to accessibility was not found in a single design solution.

2018 Visiting Team Assessment: This Student Performance Criterion remains unmet. Previously a separate SPC Criterion B.2: Accessibility, this is now part of SPC B.3 Codes and Regulations. Student work and technology coursework designated to show this ability level did not exhibit the principles and regulations related to accessibility within building plans, site development and volumetric sections in a consistent manner.

2009 Student Performance Criterion B.5, Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2012): Some components of life-safety systems were found in student work but the team was unable to find examples of code review and analysis and a consistent approach to life safety systems was lacking in student coursework ADE 522 *Advanced Architectural Studio II* as indicated in the Course Matrix.

2018 Visiting Team Assessment: This 2009 SPC is now part of Student Performance Criteria B.3 Codes and Regulations. While the B.3 criterion is not met due to accessibility related criteria, the evidence for ability to apply basic life-safety systems was found in the team room and life safety systems / egress is now met.

III. 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, 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. The description must include 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. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2018 Analysis/Review: This section has been described in pages 4-15 of the APR and verified during the site visit. The history of the Arizona State University dates to 1885 when the first teachers' college was founded in the present location of the campus in a rather modest building. Since then, the university has grown to become one of the largest universities in the country with a fall 2016 first day enrollment head count of 98,177 students (ABOR 2016 Fall Enrollment Report) across four campuses, with nearly 77,000 on the 800-acre Tempe campus where our program is located.

The founding dean of the College of Architecture, James Elmore, began teaching at Arizona State University in 1949. During the 1950s, the program grew from a two-year program to three, and later four with a Bachelor of Science degree, and finally to a five-year Bachelor of Architecture program that began in the fall of 1957. The five-year program produced its first graduates in 1960, and it was accredited by NAAB in 1961. In 1981, the Regents approved a faculty proposal to reorganize the professional program from a five-year Bachelor of Architecture format to a 4-year, preprofessional undergraduate degree program and to add the current two-year Master of Architecture as a first professional degree program.

In 2005, the school was renamed The College of Design and housed three Schools: The School of Architecture + Landscape Architecture, The School of Design (Graphic Design, Industrial Design, Interior Design), and The School of Planning. In 2009, The College of Design was merged with The Herberger College of Fine Arts forming the Herberger Institute for Design and The Arts. The Design School currently provides undergraduate and graduate education for professional, research, and academic careers in architecture, environmental design, industrial design, interior design, landscape architecture, visual communication design (graphic design), and urban design.

Under the guidance of the new Director Jason Schupbach, The Design School and the Architecture faculty are developing and advancing a proposal for the future of the program, called Redesign School, website Redesign.School. This year (2017/2018) is being spent in both internal and external listening session with key educational leaders, change experts, alumni and practitioners from across the county. In inquiring and engaging this plan with recognized experts in architecture – domestic and global – and gaining feedback about the future of architecture and design, the redesign will reflect and reinforce the greater Arizona State University goal of national leadership in design and education. With this outside input, this will refine the plan and move forward toward the future of their program. This plan addresses

these simultaneous goals of increasing access for students while also demonstrating excellence through innovation and distinction.

The Design School's mission and collaborative structure fosters innovation through integration. This ethos brings together the expertise of architecture, environmental design, industrial design, interior design, landscape architecture, visual communication design, and urban design to pool knowledge among these fields of study and synthesize discoveries to define relationships among culture, technology, and design.

The architecture program educates students for the profession of architecture by discovering the greatest potentials of the discipline within the conditions of our place and the context of contemporary culture. The school challenges each student to develop a deep understanding of the knowledge particular to architecture and a broad awareness of the ideas which inspire the work of architecture.

This statement emphasizes the program's role as a professional school while recognizing the need for research and scholarship related to the body of knowledge within the discipline of architecture. The emphasis on place, context, and contemporary culture recognizes our responsibility and commitment to environmental issues and the role of architecture as expression of our humanity within the region and the world. The emphasis on professional discipline reflects a growing commitment to architecture and appropriate technologies.

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 nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, 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 field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2018 Analysis/Review: In pages 15-16 of the APR and verified during the site visit, The Design School and architecture program have demonstrated a clear mission statement and messaging system that embodies the spirit and culture of professionalism of the architecture program. The culture of the program is conveyed in the following ways: Fall Orientation Meetings, Director / Student Meetings, Studio Contract / Studio Culture Agreement, Syllabus & Academic Integrity, and Student Organizations.

The Studio Culture / Contract was provided, but during the student meeting, many students were unfamiliar with the document.

The architecture program has a very strong culture of student organizations, who are charged with not only being productive assets for their respective disciplines, but also acting as a student leadership council. The director meets with the student presidents of each organization monthly to discuss new innovations, opportunities, and academic culture. The leaders of these organizations provide valuable feedback from the student body. Architecture students at ASU participate in AIAS, Alpha Rho Chi (APX), and a recently formed (2016) organization called LASO, Latino Architecture Student Organization within The Design School. Architecture students also participate in the US Green Building Council (USGBC) student chapter and the Design Build Institute of American (DBIA) student chapter – as interdisciplinary student organizations with participation beyond The Design School.

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 during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- 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.

[X] Demonstrated

2018 Analysis/Review: The Social Equity concern from the previous visit is now demonstrated in pages 17-19 of the APR and verified during the site visit. The Design School and architecture program has sought and is actively seeking to increase its diversity and equity in the faculty and student population. Recent Design School hires of Raymundo Cabrera into the role of Community Outreach Specialist, and Nicole Underwood into the role of Communications Specialist have reflected this goal. Gender diversity remains an area of serious concern for the architecture faculty and for the academic leadership of The Design School. Director Jason Schupbach has also clearly articulated an intention to begin correcting these issues. The results of the search for a new architecture program head and one additional faculty have not yet been concluded, however the majority of the finalists for each position have reflected the increased diversity goals of the university. Changes have been implemented within The Design School and architecture program to establish an Equity Inclusion Committee, fix equity in faculty salaries, and reinforce diversity in the architecture speakers and studio reviewers. The staff of the Design School is made up of 6 males and 8 females, and our student populations are increasingly equitable. Steps are in process to have faculty more properly reflect this improving gender equity.

Arizona State University is an Equal Opportunity and Affirmative Action Employer. In 2010, the State of Arizona's Proposition 107 banned "affirmative action programs that give preferential treatment to or discriminate against any individual or group on the basis of race, sex, color, ethnicity or national origin in the operation of public employment, public education or public contracting." ASU's Office of the University Provost actively encourages equality in selection and desires to have demographic compositions that represent those of the state.

Members of the newly formed Phoenix Chapter of the National Association of Minority Architects (NOMA), have been to the school to participate with staff and students, and to provide additional participation opportunities. In 2017, a group of students led by Student President Oriana Gil approached Professor Claudio Vekstein for support in forming and operating a new student organization, the Latino Architecture Student Organization (LASO). Within the first year of the organization, their membership is already inclusive of architecture students who are not Latino and of Latino students who are in programs other than architecture. A Women in Architecture student group has been organized this year. The director has made it his intention to work closely with these student groups to ramp up and support their activities. Director Jason Schupbach has also established a diverse Student Council – made up of students from all design disciplines, and all grade levels for undergraduate and graduate education, representing the breadth of racial and gender diversity of our school – to represent the broader student body in discussions about future initiatives relative to culture, curriculum, events, career development, and more.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.
- D. Stewardship of the Environment.** The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.
- E. Community and Social Responsibility.** The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review: The five perspectives are successfully described in pages 19-22 of the APR, and verified during the site visit and represented by:

Collaboration and Leadership with Distinction: Collaboration is at the core of the mission within the Design School and architecture program. Working collaboratively is an intrinsic aspect of the ASU architecture curriculum in the form of collaborative research and defining design problems, collaboration in design tasks and exercises within the studios, and collaboration in the public presentation of student work – to peers, faculty, and professionals. While some students might arrive at the university with a greater comfort level with their individual leadership skills, the program believes the best way for students to build and refine leadership skills comes through collaborations wherein equitable distribution of deliverables and accountability are designed into the structure of the team.

Design: The sequence of design studios progressively moves students through processes of learning design iteration, design integration, and design innovation. Studio problems begin from an interdisciplinary foundation in iterative study of design fundamentals, on to more complex design projects that require integration of knowledge and abilities gained in complementary coursework and experiences (programming, construction, structures, environmental controls), and on toward complex, interdisciplinary design problems for which architecture can only hope to be one component of holistic designs which might include systems for: education, ecology, employment, food, energy, or other vital components to a community's sustainability. New opportunities arise through end of semester faculty reviews of the breadth of work completed from freshman level through graduate thesis, where internal debates about the success of the studios occur to refine and create value to the curriculum and studio sequence.

Professional Opportunity: In the APR, the program identified that the "curriculum has long included a requirement for students to engage in professional experience during the tenure of their education." This is supported by a required internship for students within the M.Arch program through ARP 584 Clinical Internship.

Furthermore, the program introduces students to NCARB's AXP program, and discusses paths to licensure in the coursework of DSC 598 Practice Management.

Stewardship of the Environment: Arizona State University incorporates environmental stewardship systemically in design studios, history, theory, structures, and professional practice. Beyond teaching sustainability, ASU practices these efforts by encouraging their students to engage beyond the classroom to impact the larger global community.

On campus and through the surrounding neighborhood, The Design School's campus and neighborhood are a resource. Students are involved in the Rio Salado Project, which offers networking and sustainability opportunities, as well as numerous other collaborative opportunities with other programs, including the Solar Decathlon.

Community and Social Responsibility: Per the APR, Arizona State University notes that "the School emphasizes that tomorrow's designers will 'catalyze transformation for public good.'" It appears that the architecture program holds true to this mantra through its offerings. Students have the ability to participate in a number of opportunities to contribute to the public good, including local partnering with Herberger Young Scholars Academy (HYSA) and Kids-at-Hope, or global initiatives in the Global Engagement Studio, which includes opportunities to assist refugees in Palestine or Indigenous Hawaiian communities.

The architecture program is in the process of taking over the Tempe Center Annex, which will be integral to housing community-engaged studios, as well as hosting community-oriented events.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Demonstrated

2018 Analysis/Review: Long-Range Planning is successfully demonstrated through the processes described in pages 23-24 of the APR, and verified during the site visit. The Design School has described its intent to finalize its long-range plan with its new Director Jason Schupbach, hired in July 2017. In the months since arriving, Director Schupbach, with the assistance of the architecture leadership, has initiated the "Redesign School" process for reinvigorating the future of design education at Arizona State University. This will integrate the recent planning by the architecture faculty to articulate a plan for a transformative future working comprehensively from the foundation of the undergraduate program through newly proposed post-professional research-based programs.

The faculty of architecture have identified three meta-disciplinary topics: Sustainable Urban Futures, Design Health + Well-being, and Advancing Technologies around which we are interested in developing distinct research expertise and thought leadership.

Each of these meta-disciplinary topics should result in an elective track of a future post- professional degree program, a Master of Science in Architecture (M.S. Arch). This program would also address pragmatic desires of The Design School and the Herberger Institute for Design and the Arts (HIDA): a desire to grow enrollment commensurate with the growth of Arizona State University, and a desire to increase research productivity.

In the fall of 2016, the architecture faculty began expanding on the idea of the post-professional research program (M.S. Arch) built around three elective topics, by proposing to pull those topics down into the studio curriculum of the Master of Architecture (M.Arch) degree. These topics are fertile territories for exploring innovative potentials for architecture, and the graduate degree is where the architecture program strives for teaching design innovation in the studio curriculum. Tying studio projects to the proposed meta-disciplinary research topics of the M.S. Arch aims to also help students, who might want to develop expertise in architectural research, to identify prospective trajectories and interest for progressing to the post-professional degree after completion of the M.Arch

In planning work with Director Schupbach in 2017 and 2018, the faculty intend to further audition and test this exciting plan for transformation with the interdisciplinary colleagues and with outside experts with whom they will be discussing the future of design. The aims of this year will be to: make incremental adjustment to the Milestone (admitting one section of additional students for the Fall of 2018), begin the approvals process for a new post-professional degree program (M.S. Arch.), and to begin reforming the studio curriculum to embody the meta-disciplinary topics that the architecture faculty identified and agreed upon in 2016/17: Sustainable Urban Futures; Design Health + Well-Being; and Advancing Technologies.

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 multiyear 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.

[X] Demonstrated

2018 Analysis/Review: In reviewing the APR submitted by Arizona State University's Design School/Architecture Program, the 2018 visiting team was provided with the following information which was confirmed with conversations with the Chief Accreditation Officer, Deans, Design Director and Program Head.

A. Program Self-Assessment Procedures:

The visiting team was provided with evidence that the program regularly conducts self-assessment. Primary evidence was the 2017 APR to NAAB, the annual reports (Academic Program Assessment Reports from 2011-2012 through 2016-2017), which the architecture program submits annually to the Arizona State University's University Office of Evaluation, and Educational Effectiveness (UOEEE) assessment and a detailed description on processes of curricular assessment. These documents were available to the visiting team for review.

With a new leadership for The Design School in place and the search for a new program head under way, the architecture program is currently in a process of re-assessing its mission and objectives, but also its processes of operation. The development of new strategic and long-range planning goals under new Director Schupbach is ongoing and implementation will continue in the next years. While on page 26 of the APR, the program states that "at this point it is too early to say if we are able to deliver on defined multi-year objectives, but our expectations going forward are established," the following goals have been set:

- Development of new strategic and long-range planning under new Director Schupbach.

- Identification of the need to develop qualitative measurements in addition to more quantitative data that must be reported to the University Office of Evaluation and Educational Effectiveness (UOEEE) each year.
- Establishment of a new Professional Advisory Council.

The program self-assessments brought to light that the architecture program currently does not meet the university's mission of access and accountability. In order to correct this concern, the elimination of the *Milestone process* that limits advancements of freshmen into a path towards architectural studies has begun and the number of admitted students from a very large freshmen class into the upper-division of the undergraduate architecture program has started. The program is in the process of developing holistic strategies to the anticipated increase of students in the major on undergraduate and graduate level.

B. Curricular Assessment and Development:

The program demonstrates a well-reasoned process for curricular assessment and adjustments in the APR (pp. 34-35) and additional information provided to the team. Since the last NAAB visit, the architecture program has developed a new system of curriculum committees that allow a review process based on more topical expertise by separate committees for architectural history/theory, technology, and design studios who review, develop and help integrate curriculum at both the undergraduate and graduate level. This is supplemented by a more informal process of ongoing, faculty-driven, term-by-term review of jointly assessing strength and weaknesses of studio outcomes that includes faculty of all disciplines. Both have allowed the architecture program to develop curriculum in an integrated and nimble way.

In addition, the 2018 visiting team had the opportunity to discuss, in detail, these processes with Institute Administrators Dean Tepper, Associate Dean Staufer, The Design School Director Schupbach and Interim Program Head Horton.

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. Human resources include 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 Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), 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] Not Demonstrated

2018 Team Assessment: ASU did not meet this criterion in its 2012 NAAB Accreditation under the 2009 Conditions for Accreditation. It is again not met under the 2014 Conditions for Accreditation. The team was not informed that a clear path to correct this is ensured.

The 2017 APR by ASU provides the narrative describing *Human Resources and Human Resource Development for Faculty and Staff* in the APR on pp. 37-39 and 43-55. Additional information was gathered in conversations with institute administrators Dean Tepper, Associate Dean Stauer, Design School Director Schupbach, Interim Program Head Horton, and the architecture faculty and students.

In reviewing the APR submitted by the ASU architecture program and in discussion with the Dean and school leadership, the 2018 visiting team found that the architecture program currently has 15 full-time faculty, of which one serves as the program head and also carries other administrative responsibilities. Full-time faculty is joined by faculty associates teaching as part-time instructors and adjunct faculty. The faculty is dedicated and engaged with the students, who commented positively on their availability and mentorship. The architecture program currently searches for a new program head and an offer has been made. A tenure-track search is still ongoing.

The visiting team found that the faculty is very dedicated and thoughtful. Faculty make every effort to be accessible and supportive of students, their learning, achievements and development and they appreciate the support they receive from the current program leadership and the new director of The Design School in this endeavor. However, the visiting team also noted that with growing enrollment numbers and the departure of faculty who were not immediately replaced, the pressures on faculty have continued to increase since the 2012 NAAB visit. A situation that had been identified as critical then, has not improved. Workloads for faculty remain high, coordination of courses as well as class sizes have since increased and impact the tutorial exchange between student and teacher promoting achievement for both groups. The strain on existing faculty thus persists. The typical workload distribution for faculty is broken down in 40% teaching, 40% research & creative activities, and 20% service. As a reaction to the pressures on faculty, the school administration now, in coordination with the individual faculty member, identifies the distribution of responsibilities with greater flexibility for each faculty member in the areas of teaching, research and creative activities, and service (APR, p. 46). The new flexibility to increase some faculty members' teaching load alleviates some pressure, but it does not solve the fundamental problem and the visiting team is concerned that even the expected two new hires will not suffice to balance the workload for faculty to fully support student learning and achievement as well as provide adequate opportunity to

pursue professional development or to teach and/or develop electives in line with their research interests that would contribute to program improvement.

Philip Horton currently serves as the Architect Licensing Advisor for ASU. He was trained in the issues of the Architect Experience Program (AXP), has regular communication with students, and is fulfilling the requirements as outlined in the ALA position description. Horton introduces students to AXP during his ARP 584 Internship class. Students confirmed that AXP information is available to them and that they feel well-advised on concerns relating to internships.

Since the last accreditation in 2012, administrative services expanded though creating four additional staff positions to now six administrative staff members in The Design School, and five staff members who oversee the prototyping and shop facilities. In 2017, the staff positions for a Community Outreach Specialist and for a Communications Specialist have been filled and several additional staff members to support the Prototyping Shop within The Design School were hired. The staff is dedicated and invested in the architecture program and The Design School. In the 2018 visiting team's meeting with staff it became apparent that the new hires were helpful but that continuous growth within the architecture program still leaves staff stretched to capacity. This is a concern considering the Design School's and the architecture program's desire to grow. Staff did report and was appreciative of their access and support for professional development both from the university and the Design School.

Student support services on both the undergraduate and graduate level are described in the APR, pp. 48-54. Graduate advisors for architecture students appeared knowledgeable, invested and accessible to the students who expressed their appreciation for the support they receive through staff, faculty and administration. The in-house advising and support services are further supported by a wide range of student support services provided by ASU. Information and references are also available online. Faculty and students were especially appreciative of the support of Professor William Heywood. His expertise in team building, creative collaboration and mindfulness has been noted as an asset within the Design School.

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, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2018 Team Assessment: Per the APR pages 56-73, the program appears to benefit from 140,000 sf of space maintained by the Design School, which supports studios, prototyping and fabrication labs, an energy lab, galleries, a library, computing resources, and support spaces. The Design School continues to make improvements and upgrades to the space, and has a series of improvements planned in the near future.

Studio spaces appear to allow for individual learning, but feature breakout spaces to accommodate group work. Additionally, studios are integrated with other disciplines, such as industrial design and graphic design, which seems to allow for some cross-pollination opportunities.

The architecture program also appears to benefit from a library housed within the school, as well as offices that allow for faculty to advise students, and pursue research opportunities.

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: The 2018 visiting team was provided with data and explanations of the university budget, the setting of tuitions and fees, and the Design School revenue in the APR (p. 61-63 and the ASU Statistical Reports to NAAB since 2012). The Design School provides appropriate financial resources to support student learning and achievement. Currently, the financial autonomy of the architecture program is minimal and leaves Interim Program Head Philip Horton with limited discretionary funds. In a meeting with Design School Director Schupbach and confirmed by Dean Tepper, the visiting team learned about the restructuring of budget management processes within the Design School and the intention to grant each program more financial autonomy. At the same time a more transparent budget management system with higher accountability will be established. This will re-calibrate the balance between individual and shared resources, give incentives for strategic growth within the program, and allow the incoming program head more financial independence. During our visit with the dean, the director of the Design School and the program head, the team was able to witness the commitment the institution has for the program and their desire for continued success.

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 architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture 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: The program benefits from the use of two libraries, the Design and the Arts Library (housed within the Design School), and the Hayden Library, ASU's central library.

The Design and the Arts Library features a quiet reading room for students to focus on research on an individual basis. Outside of this space, tables are provided for more collaborative student experiences. Both quiet and collaborative spaces appear to be heavily utilized by the students. The library houses over 60,000 volumes, as well as numerous periodicals. It also features spaces for physical model building (cutting and gluing of paper/ chipboard models), printing, and a Special Collections room. Special Collections is populated by flat files containing numerous drawings of buildings on ASU's campus, as well as drawings of significant works of architecture in the southwest US.

The Hayden Library was closed to student use at the time of the visit. ASU is in the process of embarking on a two-year renovation project that will significantly revamp the library, bringing it into the 21st century, allowing it to serve the university in the future. Hayden had previously housed over 400,000 volumes, some of which have been diverted to satellite libraries such as the Design and Arts Library (roughly 20,000 volumes have been diverted to this location), while volumes that are lesser used have been sent to a high density storage facility at the university's Polytechnic Campus in Mesa. Students may submit a request to pull volumes from this facility and receive them within 24 hours.

The Design and Arts Library appears to be adequate to serve the students of the architecture program, while the central library, while providing some hardships in the short term, will be better positioned to enhance the research experience of those students upon its completion.

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 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] Described

2018 Team Assessment: In reviewing the APR submitted by the ASU Architecture Program, the 2018 visiting team found that pages 66-69 of the APR gives a clear and succinct overview of the administrative structure and identifies key personnel and their roles within the context of the program and the Design School. The program head oversees all architecture-related programs and is also the key person responsible for the M.Arch. program.

The Design School Policies and Procedures Manual, which was made accessible to the visiting team, describes the regulations governing the actions of a large and diverse community of faculty within the Design School. It provides detailed information regarding the governance of the Design School, including the architecture program. It also describes the relationship of these structures to the governance structures of the academic unit and the institution. (See also APR, pp. 69-70)

CONDITIONS FOR ACCREDITATION

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 each criterion.

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 study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

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 representational media appropriate for both within the profession and with the public.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for APH 505 Foundation Theory Seminar, ARCH 621 Advanced Architectural Studio III and ADE 622 Advanced Architectural Studio IV. Supplemental evidence was found in APH 515 Current Issues and Topics, in ATE 598 Practice Management and in APH 313 and 314 History of Architecture I & II. Additional observation was accomplished as the team observed students' oral presentation and debating skills as well as in work exhibited throughout the building.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ADE 621 Advanced Architectural Studio III and ADE 622 Advanced Architectural Studio IV. Supplemental evidence was found in APH 515 Current Issues and Topics and in work exhibited throughout the building.

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 ADE 522 Advanced Architectural Studio II and ATE 556 Architectural Technology VI.

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 ADE 522 Advanced Architectural Studio II, ADE 621 Advanced Architectural Studio III and ADE 622 Advanced Architectural Studio IV. Supplemental evidence was found in work exhibited throughout the building.

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 ADE 521 Advanced Architectural Studio I and ADE 522 Advanced Architectural Studio II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ADE 521 Advanced Architectural Studio I, ADE 522 Advanced Architectural Studio II, and ATE 556 Architectural Technology VI.

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, ecological, and technological factors.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ADE 621 Advanced Architectural Studio III. Supplemental evidence was found in ADE 622 Advanced Architectural Studio IV and APH 515 Current Issues and Topics. Supplemental evidence was found in APH 313 and 314 History of Architecture I & II.

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 sites, buildings, and structures.

[X] Met with Distinction

2018 Team Assessment: The visiting team found this SPC was met with Distinction. Evidence of student achievement and student work exceeds the understanding level to ability level. Students have an exceptional ability to see, analyze, act and embody a diverse and equitable architectural culture. This is reflective of the student population itself, their collaborations and interactions within the studio, and this extends into the student work, including ADE 621 Advanced Architectural Studio III, ADE 622 Advanced Architectural Studio IV, APH 515 Current Issues and Topics, and most notably in the ADE 621 Global Engagement Studios and Rio Salinas/Community Design initiatives.

Realm A. General Team Commentary: The team found that the requirements for Realm A: Critical thinking and representation were favorably met. The material provided sufficient evidence of the quality of education this program delivers to its students in this realm. Work presented for ADE 621 Advanced Design Studio III (Global Engagement Studio) as multidisciplinary traveling studio was a good example how many SPCs of Realm A are being addressed in a holistic and thoughtful way.

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. In addition, 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 that includes 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] Not Met

2018 Team Assessment: While the team requested additional information in addition to that supplied within the team room and in coursework designated on the SPC matrix within the APR, evidence of student achievement at the ability level could not be documented with respect to preparing a comprehensive program and space inventories and their requirements.

- 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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared within the ADE 522 Advanced Architectural Studio II coursework.

- B.3 Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

[X] Not Met

2018 Team Assessment: While the team requested additional information in addition to that supplied within the team room and in coursework designated on the SPC matrix within the APR, evidence of student achievement at an ability level was not found in student work with respect to the accessibility. Accessibility was an SPC that was previously not met in the 2012 visit. The team was able to find a select few examples of projects that utilized some accessible features. However, the low pass work in particular was not consistent in its offerings of accessible routes both inside and outside of the building, the provision of handrails/ guardrails, or the provision of basic accommodations at toilet rooms.

- 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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ADE 522 Architectural Studio II coursework.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ATE 563 Architecture Technology V and the accompanying studio work.

- B.6 Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, 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 ADE 522 Architectural Studio II and ATE 556 Architectural Technology VI coursework.

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 with Distinction

2018 Team Assessment: The team found that this SPC was met with Distinction. Evidence of student achievement above the prescribed level was found in student work. Consistently and thoroughly, student projects exceeded an understanding level of achievement. Projects throughout the graduate level studios and technical courses explored and expressed detailed development of materials, constructions, and strategies for passive, active and multiple environmental systems, most notably within the ATE 556 Architectural Technology VI coursework.

B.8 Building Materials and Assemblies: *Understanding* of the basic principles used 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 ATE 556 Architectural Technology VI coursework.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, 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 ATE 556 Architectural Technology VI coursework.

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 Met

2018 Team Assessment: While the team requested additional information in addition to that supplied within the team room and in coursework designated on the SPC matrix within the APR, evidence of student understanding of this SPC was not found. Basic construction schedules and project schedules were provided by firms to students of the ARP 584 Clinical Internship course; however, evidence of student comprehension or understanding of these materials could not be documented. Evidence of life cycle costing and financing was not found and did not appear to be addressed.

Realm B. General Team Commentary: The team found that the bulk of Realm B was consolidated into two courses- the ADE 522 Advanced Architectural Studio I course, and the ATE 556 Architectural Technology VI course. Students demonstrated varying degrees of competency for most Realm B SPCs, except where evidence could not be located, as noted above.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for APH 505 Foundation Theory Seminar; APH 515 Current Issues and Topics; and ADE 621 Advanced Architectural Studio III (the Global Engagement Studio).

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ATE 556 Architectural Technology VI.

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 Met

2018 Team Assessment: While the team requested additional information in addition to that supplied within the team room, evidence of student achievement at the prescribed level was not found or inconsistently applied in the low pass student work. The visiting team reviewed the student coursework within the courses outlined within the SPC matrix for graduate level: ADE 521 Advanced Architectural Studio I; ADE 522 Advanced Architectural Studio II; and ATE 556 Architectural Technology VI; as well as the final year studios ADE 621 Advanced Architectural Studio III and ADE 622 Advanced Architectural Studio IV. Broad integration of accessibility at site and within buildings, and structural system definition and articulation were not executed consistently at the ability level for low pass projects.

Realm C. General Team Commentary: The visiting team observed that the architectural program embraced this realm of integrated architectural solutions, as it can extend over a series of courses, crossing boundaries of disciplines and global geography. This is represented in the wide range of research work and problem solving that involve multi-faceted decision-making processes. This is highly effective in the collaborative group studio approach ever-present within the program.

This thoroughness and consistency of work was not as evident in the work of all students within Integrative Design. While high achieving students excelled in this area, the visiting team was unable to find evidence of several elements within the low pass project work.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act 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 relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect’s role to reconcile stakeholders needs.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for the Community Design Studios, Global Engagement Studios, ARP 584 Internship (Professional Practice), DSC 598 Practice Management, the Summer Internship programs, and collaborative interactions of students, staff, alumni and cross-disciplinary projects.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARP 584 Internship (Professional Practice) and DSC 598 Practice Management.

D.3 Business Practices: *Understanding* of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARP 584 Internship (Professional Practice) and DSC 598 Practice Management.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARP 584 Internship (Professional Practice) and DSC 598 Practice Management.

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 NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARP 584 Internship (Professional Practice) and DSC 598 Practice Management.

Realm D. General Team Commentary: The team found that the requirements for Realm D were met, and exceeded the NAAB requirements in the area of Collaboration and Stakeholder Roles in Architecture. As identified in the APR and found in the material provided, ARP 584 Clinical Internship (Professional Practice) in conjunction with DSC 598 Practice Management, provided a strong foundation in the legal, leadership and ethical issues involved in professional practice, while giving hands-on experience through the internship.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
 - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
 - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: This condition is met. A copy of the accreditation letter by the Higher Learning Commission is found in page 84-85 of the APR. This is within the North Central Association of Colleges and Schools - The Higher Learning Commission (NCA-HLC).

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. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

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

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2018 Team Assessment: This condition is met. The evidence is found on pages 86-92 of the APR, which outlines the Master of Architecture program for two potential tracks, the 4+2 Master of Architecture track, and the 3+ Master of Architecture track.

Part Two (II): Section 3 – Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating 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 course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- 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 before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: In the APR, ASU describes the application of freshmen, transfer applicants and the evaluation process for preparatory education for both the undergraduate as well as for the graduate program with its two tracks. (See APR I.2.1 Human Resources & Human Resource Development) in Part Two: Students (admission processes, evaluation of graduate student progress, student support) (APR, pp. 48), APR II.3 Evaluation of Preparatory/Pre-Professional Education (APR, p. 95) and online links in II.4.6-Admission and Advising to online resources under (APR, pp. 97).

Criteria for evaluation of a baccalaureate degree for the graduate program are based on transcript, syllabus and portfolio review by a committee. The content of this review is articulated in the application information provided on the ASU Design School admission website for graduate students. Documents used to evaluate a student's prior academic coursework related to satisfying NAAB Student Performance Criteria to admit a student to the professional degree program were provided to the team along with a sufficient number of recent example cases and sample matrices to document the process.

On its website, the program clearly notes that the evaluation of baccalaureate-degree or associate-degree content is part of a two-step admissions process, and that the evaluation process, and its implications for the length of a professional degree program, can be understood by a candidate before accepting the offer of admission: "Applicants may be admitted to the two-year program with deficiencies if their previous course work is not equivalent to the ASU undergraduate requirements and standards. Deficiencies must be completed prior to taking the required course(s) if necessary." (<https://design.asu.edu/degree-programs/architecture-march#admission>, retrieved 4/9/2018)

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 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 official statement is provided in the exact required language on the public website, found within the APR, page 96, and on the architecture program website, <https://design.asu.edu/resources/students/accreditation>, and follows the guidelines in Appendix 1 of the *NAAB Conditions for Accreditation*.

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: Access to the *NAAB Conditions for Accreditation and Procedures for accreditation* are found through the link provided in the APR, page 96, and on the architecture program website, <https://design.asu.edu/resources/students/accreditation>, which leads to the NAAB website and provides the full 2014 *NAAB Conditions for Accreditation* and the 2015 *Procedures for 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: Career development information and resources can be accessed at the provided link within the APR, page 96, and for advising material through the architecture program website at <https://design.asu.edu/resources/students/accreditation>.

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] Met

2018 Team Assessment: The required reports can be accessed, and evidence was found on all these reports through the links provided within the APR, page 97, and on the architecture program website, <https://design.asu.edu/resources/students/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: Evidence was found on the ARE Pass rates through the link provided in the APR, page 97, and on the architecture program website, <https://design.asu.edu/resources/students/accreditation>, which leads to the NCARB website on ARE pass rates.

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

[X] Met

2018 Team Assessment:

The M. Arch program website, <https://design.asu.edu/degree-programs/architecture-march#admission>, describes and provides necessary forms and instructions pertinent to the application and evaluation process of graduate applicants from within ASU and for transfer applicants. This was confirmed by the team. In the APR, the following information is described: I.2.1 Human Resources & Human Resource

Development in Part I Human Resources supporting student learning and achievement (pertinent information on AXP) (APR, pp. 43-46) and Part Two: Students (admission processes, evaluation of graduate student progress, student support) (APR, pp. 48-54), and provides links to online resources (APR, II.4.6-Admission and Advising, pp. 97). Criteria for evaluation of previous education for the graduate program is based on transcript, portfolio and review by a committee. Documents used to evaluate a student's prior academic coursework related to satisfying NAAB Student Performance Criteria to admit a student to the professional degree program were provided to the team along with a sufficient number of recent example cases.

In reviewing the APR submitted by the ASU Architecture Program and in discussion with the program head and school leadership, the 2018 visiting team found that the team was provided with sufficient documentation concerning the procedures and consistency required to meet NAAB Criteria. Further, the program head and faculty discussed with the visiting team how the university and design school policies and the program procedure are maintained. While formal advising for undergraduate students is done at university level, two graduate advisers on the design school staff are dedicated to M.Arch. students and help with policies, procedures and the students' plans of study. Faculty engage in informal advising with their students. The program carefully evaluates students' previous learning to properly place them within the M. Arch. program and ensure that the students are capable of succeeding and graduating in a timely fashion.

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: Student financial information and resources were found through the link provided in the APR, page 97, and on the architecture program website, <https://design.asu.edu/resources/students/accreditation>.

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] Met

2018 Team Assessment: This condition is met. The annual statistical reports from 2012 through 2016 were available within the team room.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

[X] Met

2018 Team Assessment: The interim progress report from 2014, two years after the previous visit was available within the team room.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

Identity and Self Assessment:

I.1.4.A: Collaboration and Leadership

This is a core value that is expressed, encouraged, implemented and reflected in both the architecture program culture, studio culture and the student culture. Collaborative and interdisciplinary studios are the norm, mixing diverse and cross-cultural students in a manner that encourages communication, open discussion, personality acceptance, and leadership potential. While this may be seen as losing the singular voice, it truly proves the value and success of collaborative leadership and influence.

Student Performance Criteria:

A.8: Cultural Diversity and Social Equity

Student work exceeds the understanding level to ability to see, analyze, act and embody a diverse and equitable architectural culture. Reflective in the student population itself, this extends into the student work, most notably in the ADE 621: Global Engagements Studios and Rio Salinas / Community Design initiatives.

B7: Building Envelope Systems and Assemblies

Consistently and thoroughly, student projects exceeded an understanding level of achievement. Projects throughout the graduate level studios and technical courses explored and expressed detailed development of materials, constructions, and strategies for passive and active heating & cooling.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that 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.

Appendix 3. The Visiting Team

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V. Report Signatures

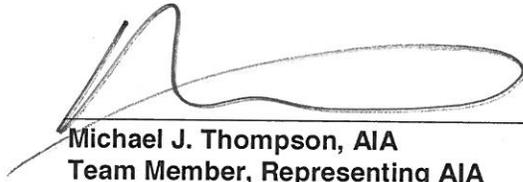
Respectfully Submitted,



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