Jefferson
Philadelphia University + Thomas Jefferson University
College of Architecture and the Built Environment

2018 Visiting Team Report

B. Arch. [164 credits]

The National Architectural Accrediting Board
March 31- April 4, 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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a.   Acknowledgments and Observations

The visiting team would like to thank Executive Dean Barbara Klinkhammer, Director of Architecture Programs James Doerfler, and Associate Director Donald Dunham, as well as all the staff, faculty and students that have worked to prepare for this accreditation visit. We found that the staff, faculty and students discussed the program with a sense of ownership and pride.

Jefferson University as experienced by the visiting team is the nascent merger of Philadelphia University and Thomas Jefferson University. The East Falls campus remains the center for programs coming from Philadelphia University, while the Center City campus remains the center for programs coming from Thomas Jefferson University. As with any new endeavor, there is some uncertainty about the path forward, though the College of Architecture and the Built Environment (CABE) has not experienced any academic changes resulting from the merger. The process for developing new, merged procedures, structures and processes seems to be one of open communication and collaboration.

The future of the identity of CABE within its new, broader context of Jefferson (a very strong medical identity) is still unclear, though we have heard of several examples where the design thinking skills of CABE are being leveraged in conjunction with the Thomas Jefferson medical knowledge to create new lines of exploration.

The architecture full-time faculty is bolstered by a strong cadre of adjunct faculty, who provide a variety of backgrounds and experience levels, while sharing the common vision of a professional, teaching university with an emphasis on interdisciplinary collaboration. Executive Dean Barbara Klinkhammer was recognized to us as a strong advocate for CABE. Alumni and local practitioners find graduates of the program to be desirable employees, and the 2017 CABE class achieved 100% placement in either employment or graduate programs.

The visiting team would also like to recognize the faculty and student research that culminated in the university's purchasing of Hassrick Residence, designed by architect Richard Neutra. The Hassrick Residence is adjacent to the East Falls Campus, and it is proposed to be used as a hospitality space, as well as continue to be a foundation for architectural instruction, and house a historical archive.

b.   Conditions Not Achieved

I.2.1 Human Resources and Human Resource Development

SPC A.5 Ordering Systems

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

2009 Condition I.2.3, Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*
- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

Previous Team Report (2012): Previous teams have reported deficiencies in physical resources, which, for the most part, remain unaddressed. (Descriptions are found in the 2000 and 2006 VTRs.)

Although all programs are now housed on campus (previously some were off campus), physical resources continue to be lacking due to the programs being delivered in five separate campus locations over a ¾ mile distance. Faculty and staff offices are in multiple locations, making program collaboration and coordination, even with technologies like email and the Internet, difficult.

The team discussed "hot versus cold" desks at length. The program still uses hot desks at the first and second year levels. For second year professional track students, hot desks are inconsistent with accepted practice for students in a professional curriculum (2006 VTR). Similarly, acoustics remain an issue due to turnover of space, space turnover noise and marginal pin-up areas.

Full-time faculty office space remains a problem and is unavailable for adjunct faculty.

Weber Hall (shop) is deficient due to insufficient ventilation, roof leaks, and inoperable windows (ventilation). Students requested appropriate areas to spray (paint, glue, and weld).

In summary, it is clear facility issues such as location, quality, and adjacency are chronic deficiencies (2006 and 2000 VTRs) affecting the efficacy of investments made in resources to deliver the curriculum.

Enrollment is slightly down from the last visit, which may be attributable to the national economic downturn or possibly factors like those observed herein. The team feels potential within the program is likely being compromised due to the lack of appropriate facilities.

2018 Visiting Team Assessment:

Since the 2012 report, the program has co-located First and Second Year Studios to the first floor of Search Hall, a neighboring building to the Architecture + Design Center (A+D Center) on the main campus. These students remain in a hot-desk situation (Note that 2014 Conditions no longer require assigned desks). Beginning in the Third Year, studio space is in the A+D Center, with permanent assignments. Each of these buildings has its own computer and plotting labs and review spaces. Additional overflow studio spaces, plotters and fabrication space are located at the SEED building, also a short walk away. The acoustic qualities of both the A+D Center & Search Hall when studio is in session remain an issue and is recognized by the program. In an attempt to address the noise issue, carpeted flooring was installed in the Search Hall foundation studios.

The program continues to use "hot desks" in studios for First and Second year students. This is justified by the program as appropriate due to a shift in the curriculum toward digital assignments and the increase in students using computer workstations vs. drafting tables. The university has invested in technology by providing more computer workstations at various locations around campus and an app for students to easily identify which stations are available for use. (Source: 2017 APR: Sec 2 Progress Since Previous Visit pg. 35) Seven large-format plotters and seventeen 3D printers are available to the program students as well as other digital fabrication technology. (2017 APR I.2.2 Physical Resources)

Architecture Program administrative offices are in the A+D Center. Full-time faculty members have individual or shared offices at the A+D Center or Smith House and adjunct faculty have drop-in space in Smith Hall and the use of a "lounge" type space in the A+D Center, but generally meet with students in studio or elsewhere on campus (example: coffeeshop) and can secure an office for a private meeting if needed. Adjunct faculty did not express a concern with the current lack of dedicated office space for them.

The shop is located in Weber Hall, and is a well-appointed wood shop, with additional tools for metal work and assorted rapid prototyping technologies (both in Weber Hall and located elsewhere), a small spray paint booth and dust collection systems. Formaldehyde-free plywood and MDF are available for student purchase onsite. This visiting team did not witness any of the maintenance issues noted in the prior team's VTR. The distance between Weber Hall and the A+D Center remains a challenge, though it seems efforts have been made to mitigate the effects in terms of security (changes to the shuttle schedule and nighttime security escorts on request) and logistics (professors determinging appropriate model sizes, etc).

A university-wide initiative led to the development of Nexus Learning Hubs, which are an innovative interpretation of the classroom, integrating technology and breaking down the formality of lecture spaces to encourage interactive learning.

This team finds that the distances between the buildings that host all of the architecture classes are manageable, and the program provides the physical resources that promote student learning and achievement in the prescribed areas.

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): Evidence found was not consistent or sufficient to comply with this criterion.

2018 Visiting Team Assessment:

2009 Student Performance Criterion B.2, Accessibility is no longer a criterion under the 2014 Conditions for Accreditation. This criterion tracks to B.3 Codes and Regulations, as well as A.8 Cultural Diversity and Social Equity (physical abilities). This team finds B.2 Codes and Regulations as **Met** and A.8 Cultural Diversity and Social Equity as **Met**.

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): Evidence presented was not consistent or sufficient to comply with the requirement specified for this criterion.

2018 Visiting Team Assessment:

2009 Student Performance Criterion B.5, Life Safety is no longer a criterion under the 2014 Conditions for Accreditation. This criterion tracks to B.3 Codes and Regulations, which this team finds **Met**.

2009 Student Performance Criterion B.6, Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

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

Previous Team Report (2012): Projects reviewed did not consistently indicate an ability to implement principles of life safety or compliance with the requirements of the ADA as specified in the detailed requirements of the Comprehensive Design criterion**.**

2018 Visiting Team Assessment:

2009 Student Performance Criterion B.6, Comprehensive Design is no longer a criterion under the 2014 Conditions for Accreditation. This team finds C.2 Integrated Evaluations and Decision-Making Design Process and C.3 Integrative Design as **Met with Distinction**.

Previous Team Report (2012): Causes of Concern

A. **Impact of Cumulative Change** – Over the past several years both the university and the College of Architecture have driven positive change from within. The university has reorganized its academic programs, grouping them into three colleges and altering the relationship between faculty, students, and administration. The impact these administrative changes will have on the College of Architecture is unknown.

In addition, fundamental curriculum changes are underway at the College of Architecture. The team noted the pace of change is rapid, and managing all aspects concurrently will be a challenge for the College of Architecture in the near term.

2018 Visiting Team Assessment:

The Bachelor of Architecture is housed under what is now known as the College of Architecture and the Built Environment (CABE). The concerns enumerated by the previous team have been resolved.

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:

Located on approximately 104 acres in the East Falls a suburb of Philadelphia, PA, the center of Jefferson University's campus is the "jewel box" College of Architecture and the Built Environment (CABE), which houses the Bachelor of Architecture Program. While being located just outside of the central city of Philadelphia, the campus feels more like that of a small town. The program benefits from its setting and location, giving students easy access to rural, suburban and urban environments.

On July 1, 2017, Philadelphia University and Thomas Jefferson University merged to become a single post-secondary educational institution ("Jefferson") centered on professional education. With the mission of preparing students for the careers of the 21st century with an emphasis on scientific and applied research, design thinking and discovery, the combined university would focus on the future of education, the future of health and the future of work. The combined institution remains authorized as a degree-granting institution by the Pennsylvania Department of Education and institutionally accredited by the Middle States Commission on Higher Education.

The Architecture Program evolved from a single interior design course in 1980; the College introduced the Bachelor of Architecture Program in 1991 and received its initial NAAB accreditation in 1997 with subsequent renewals in 2000, 2006 and 2012. Currently, the Architecture Program is the second largest program on the suburban campus, with approximately 300 undergraduate and graduate students. All of CABE programs (including the BArch) focus on providing a professional education, with a strong focus on interdisciplinary collaboration.

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:

The team found evidence of a respectful, positive and effective learning culture based on discussions with faculty and students. Despite the university-wide merger, the learning culture and environment within the program has remained stable and the program seeks new ways to further collaborate as a result of the merger. The faculty has already successfully integrated other disciplines from within CABE and the East Falls Campus into collaborative studio projects (interior design, landscape architecture, textile design, construction science, real estate development).

The students were able to reference the studio culture policy and expressed the agency to propose changes if necessary. The studio culture policy can be found online and is given to the students to read and sign at the beginning of each year. The team heard frustration among the students in regards to the studios being closed at 2am and the campus-wide 2-person rule (mandating a minimum of two students each be in a space for it to remain open) but is viewed by faculty as a positive factor of the culture, driven by a concern for safety. It was apparent to the team that the program provides learning opportunities inside and outside the classroom that support the mission and culture of the program.

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:

Statistics show a full-time faculty that is skewed toward male professors; similarly, enrollment numbers for students have been changing from equally split by gender in 2013 to a 61% male, 38% female split for 2017. The B.Arch program is an exception within the East Falls Campus, the remainder of which is primarily female.

The visiting team's conclusion on this issue is that the program is aware of the discrepancy, it is not intentional, and that there are strategies in place to ensure cultural diversity and equity going forward. There are diversity liaisons for faculty search committees, a Diversity Action Council, and an Enterprise Office of Diversity, Inclusion & Community Engagement. Course content is crafted to include discussions of cultural diversity and equity. In addition, the adjunct faculty body is a better reflection of the student body, and several of the leadership positions within the College (including the Dean) are held by women. During the student meeting, most students indicated they had faculty members they could identify with; and the gender discrepancy (brought up by the team) was not called out as something that was an issue.

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:

Collaboration and Leadership: Per the APR, the culture of the program (and CABE) is a dynamic, collaborative, hands-on, and often interdisciplinary activity. University priorities have shifted towards that direction, as evidenced by the incorporation of Nexus Learning Hubs. The leadership of CABE fosters this type of education, and architecture faculty and students mentor peers across the university and have been recruited as counterparts in multidisciplinary collaborations.

Students have the opportunity to engage in leadership roles through the various student organizations directly and indirectly tied to the program such as AIAS, NOMAS, ACE Mentors, and SpaceWorks student journal. In addition, students engage in campus-wide organizations such as the Gay-Straight Alliance and Students for Historic Preservation.

Design: As they progress through the program, the B.Arch curriculum presents students with a range of design challenges within the city, as well as regionally, nationally and internationally. These challenges include both rural and urban contexts. The program prides itself in an interdisciplinary approach to design, and frequently collaborates with other disciplines within CABE or the university. Students from the B.Arch program are very active in regional, national, and international architectural design competitions, having recently won or placed in several.

Professional Opportunity: Many of the B.Arch courses are taught by adjunct faculty holding full-time positions in firms. These faculty members bring current professional experience to the classroom/studio, serve as mentors to students, and often facilitate students in their search for internships or other employment. Student organizations, including the AIAS, have maintained interactions with the local profession in Philadelphia. Annually, the university hosts the DesignExpo, a career-fair type event that brings together students and local firms.

Stewardship and the Built Environment: There is a general sustainability underpinning to the B.Arch program, and the school has created the Master of Science in Sustainable Design Program, an interdisciplinary degree program fostering collaboration, integrated design and creative exploration as the cornerstone of successful sustainable design practice. Within the B.Arch program, as in practice, concern

for the environmental impacts of the construction industry has been absorbed as an integral part of all design work. The technology course sequence further reinforces a sustainable design approach to building, going into detail or specific systems or technologies.

Community and Social Responsibility: Community involvement is most notable by the recent purchase of the Richard Neutra designed "Hassrick Residence" directly adjacent to the university campus. The university's purchase of this property is in part due to the documentation and research work undertaken by faculty and students of the B.Arch program. The preservation of this residence is not only a gift to the surrounding community, but is an uncommon educational opportunity as it is documented and preserved. A current CABE proposal would convert the property into a hospitality and research space.

In addition, the architecture faculty and students engage with the larger local and regional community on a regular basis. Projects that have been completed in the past include volunteer hours for Habitat for Humanity, University Day of Service events, and designs for homeless shelters planned by the Archdiocese of Philadelphia's Project H.O.M.E.

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:

Thomas Jefferson University is preparing, but has not yet published, a new strategic plan that reflects the organization, structure and aspirations resulting from the recent merger between the former Philadelphia and Thomas Jefferson Universities. This institution-wide undertaking has also interrupted the long-range [5-year horizon] planning processes of CABE. Both strategic planning documents are currently under review.

The B.Arch. program's 2016 long range plan [originally intended to guide the program through 2021 but, as noted above, superseded by the current merger procedures], is included in the APR. It lists 10 broad, ongoing objectives. Although the APR does not include descriptions of the processes for either creating or carrying out the long-term plans of the program, these were addressed by program materials provided during the visit.

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:

A. Program Self-Assessment: The APR describes a formal, annual assessment process at the institutional level that facilitates program self-evaluation and includes critical input from full-time faculty. It also lists a broad range of learning and program objectives, and includes scoring rubrics used to track student performance. University-wide data analytics reporting systems are intended to facilitate program alignment with institutional goals. Confirmed during the visit, student input regarding the program is solicited both formally and informally through surveys, meetings with program administrators, and conversations with faculty, who also serve in the role of program academic advisors.

External assessment processes include mandated institutional and program reviews. As described in the APR, practicing architects and faculty members affiliated with other professional academic programs, are regularly invited to review student work. Their assessments are informally collected by the program. The program also cites frequent and successful participation in design competitions as both a type of external assessment and a point of pride.

B. Curricular Assessment: The APR describes a process of robust, ongoing review and assessment for program curriculum, including sub-committee work by full-time faculty members, as well as full faculty discussion and approval for proposed changes and/ or adjustments. In response to the Middle States 5-year assessment cycle, the B.Arch. program has developed a 5-year curriculum assessment plan pinpointing benchmark courses intended to identify program strengths and weaknesses.

Part One (I): Section 2 – Resources[hierarchy of heads, should this start on new pg?]

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:

The program's current enrollment is approximately 300 students, with freshman classes between 60-80 students. There are a total of 53 faculty members, 40 of whom are adjunct faculty, most of whom are licensed and practice professionally. Typically, each full-time faculty member teaches (12) workload units per semester. A workload unit is calculated by multiplying a course's contact hours by its Instructional Method Value (IMV) which is determined by the university. In addition, full-time faculty are expected to serve on various academic or administrative committees.

Students can access the Academic Success Center for professional and peer tutoring and help with study skills. Students also have access to The Marianne Able Career Services Center, which works with the program to provide resources in career guidance, internship, and job placement. Within the B.Arch program, students are assigned an academic advisor by Professor Carol Herman, AIA. This advisor is maintained throughout the students' time in the program unless special circumstances requires a change. Advisors meet with students in groups and individually, depending on students' needs and schedules. Counseling for personal concerns, including misuse or abuse of alcohol or other drugs, is available to Thomas Jefferson University students at no charge.

The full-time faculty can request university funding to support their work in research, scholarship, conferences, and design projects. This occurs on an as-needed basis through grants and available internal funding. Sabbatical leave is available by application once tenured and practice faculty have at least seven years of full-time service. It is administered by the university.

Adjunct faculty expressed concern that commitment to the program from long-term adjunct faculty members is not recognized or rewarded. Long-term adjunct faculty members wish to be acknowledged with some type of title or designation that would distinguish them from a newer adjunct faculty member or one who teaches only intermittently.

The program has a full-time faculty member and registered architect who serves as the Architecture Licensing Advisor. That person is the current counselor for students seeking advice regarding the Architectural Experience Program (AXP) and professional licensing issues. During the student meeting, most students were not familiar with the AXP, role of the ALA, or who holds this position. For this reason, the team finds this condition Not Demonstrated.

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:

Since the 2012 report, the program has co-located First and Second Year Studios to the first floor of Search Hall, a neighboring building to the main A+D Center. These students remain in a hot-desk situation (Note that 2014 Conditions no longer require assigned desks). Beginning in the Third Year, studio space is in the A+D Center, with permanent assignments. Each of these buildings has its own computer and plotting labs and review spaces. Additional overflow studio spaces, plotters and fabrication space are located at the SEED building, also a short walk away. The acoustic qualities of both the A+D Center & Search Hall when studio is in session remains an issue and is recognized by the program. In an attempt to address the noise issue carpeted flooring was installed in the Search Hall foundation studios. (Source: Site Visit)

The program continues to use "hot desks" in studios for 1st and 2nd year students. This is justified by the program as appropriate due to a shift in the curriculum toward digital assignments and the increase in students using computer workstations vs. drafting tables. The university has invested in technology by providing more computer workstations at various locations around campus and an app for students to easily identify which stations are available for use. (Source: 2017 APR: Sec 2 Progress Since Previous Visit pg. 35) Seven (7) large-format plotters and twelve (12) 3D printers are available to the program as well as other digital fabrication machines. (2017 APR I.2.2 Physical Resources)

Architecture Program administrative offices are in the A+D Center, full time faculty members have individual or shared offices at the A+D Center or Smith House and adjunct faculty have drop-in space in Smith House and the use of a "lounge" type space in the A+D Center, but generally meet with students in studio or elsewhere on campus (example: coffeeshop) and can secure an office for a private meeting if needed. (2017 APR I.2.2 Physical Resources, Tour & Conversations) Adjunct faculty did not express a concern with the current lack of dedicated office space for them.

Weber Hall (shop) is a well-appointed wood shop, with additional tools for metal work and assorted rapid prototyping technologies (both in Weber Hall and located elsewhere), small spray paint booth and dust collection systems. Formaldehyde-free plywood and MDF are available for student purchase. This visiting team did not witness any of the maintenance issues noted in the prior team's VTR. The distance between Weber Hall and A+D Center remains a challenge, though it seems efforts have been made to mitigate the effects in terms of security (shuttle route/nighttime security escorts on request) and logistics (managing model size, etc).

The university-wide Nexus Learning Hubs are an innovative interpretation of the classroom, integrating technology and breaking down the formality of lecture spaces to encourage interactive learning.

Although entries into the building may have met a prior ADA Standard, they do not appear to meet current ADA standards. In addition, some offices and the adjunct faculty "lounge" are located in a non-accessible mezzanine.

Students expressed issues with the capacity of wireless connections in studios.

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:

Per the APR, the university budgets by administrative unit, not programs. The operating budgets for the undergraduate degree programs are lumped together, and since resources and curriculum overlaps it is difficult to extract individual budget allocations. Additional information broken down into the B.Arch level was requested during the visit and received.

Discretionary funding is available to support student projects through AIAS and Freedom by Design, as well as for conferences and charrettes. In addition, the CABE Advancement Council is a group consisting of local practitioners, alumni and friends of the program that provides funding allocated to special projects, such as new studio furniture, computer monitors at each desk, and facility upgrades, as well as funding student attendance at conferences, charrettes for competitions, and field trips.

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:

Students, faculty, and staff have access to the Paul J. Gutman Library on campus which contains both physical and digital materials that meet NAAB requirements. The library also houses a growing Materials Collection, which provides physical material samples, focusing on emergent materials. Content not found in the library can be requested and accessed through inter-library agreements. One of the library employees (a professional librarian) is the CABE liaison, and is responsible for managing and purchasing relevant content. The CABE library liaison also sits on CABE's Education Committee as an advisory member.

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:

The program has provided an organization flow chart showing the administrative structure of both the university and the program. Due to the recent merger, the university organizational structure has changed somewhat, but the structure of the College of Architecture and the Built Environment (CABE) remained largely unchanged after the merger.

The executive dean of CABE is responsible for running all aspects of the College and reports directly to the university provost. The executive dean is assisted by an associate dean and is responsible for coordinating course and critique schedules, lecture series, website maintenance, fabrication lab staff, resolving grade disputes, and assisting with student opportunities, work-study students, recruitment, facilities management, student retention and outreach. The manager of academic operations (MAO) assists with these tasks; the coordinator of academic operations (CAO) is the direct assistant to the executive dean.

The architecture program is run by the director of architecture programs, who is responsible for recruiting, mentoring, helping assess faculty, complete accreditation-related activities, coordinate outreach to alumni and to the professional community, and nurture student opportunities. The assistant director is responsible for course and classroom scheduling, student advising coordination, and curricular development. Both the program director and associate dean teach 50% of the time, perform university service, and pursue professional development.

Meetings with the administrative staff reveal that there is a substantial amount of cross-coordination and support between the administrative staff regardless of whom they directly report to, in order to efficiently distribute a substantial workload, and to gather information to make requests for resources. Administrative staff typically have four-six student assistants during the fall and spring semester and two-four during the summer time.

Governance
Shared governance is achieved through joint faculty and administration service on university and faculty committees, as well as on the advisory board. There are monthly faculty meetings, run by the secretary of faculty. Faculty are actively encouraged to serve on multiple committees in order to have influence on curricular issues they have concerns about. There is a Faculty Affairs and Development Committee that includes a sub-committee specifically for adjunct faculty that is charged to review and recommend revisions to policies directly affecting adjunct faculty. Full-time faculty commented that standing meetings were frequent and they have a substantial amount of interaction with one another.

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 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 in written and visual communication at the prescribed level was found in student work prepared for ARCH-507 Design 9 and ARCH-508 Design 10. Evidence of proficiency in oral communication was provided to the team through video presentations, and through in-person attendance at program juries.

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 ARCH-412 Design 8 and ARCH-508 Design 10.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-508 Design 10, ARCH-412 Design 8 and ARCH-311 Design 5.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-311 Design 5, ARCH-214 Design 4 and ARCH-416 Technology 5.

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] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found applied to students' own designs.

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] Not Met

2018 Team Assessment: For architectural projects, evidence of student achievement at the prescribed level was found in student work prepared for ARCH-102 Design 2 and ARCH-416 Building Technology 5 for building-scale only. Evidence of student achievement at the prescribed level was not found for projects at the urban design scale.

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 AHIST-205 History 1 and AHIST-206 History 2.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in work prepared for ARCH-311 Design 5, ARCH-313 Technology 3 and AHIST-205 History 1.

Realm A. General Team Commentary: Student achievement in understanding abstract relationships and the impact of ideas through research and analysis was evident in the curriculum for some contexts and a range of individual abilities. A diverse communication skill set was clearly evident throughout, with particular strength in graphic representation.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-311 Design 5, ARCH-412 Design 8, ARCH-416 Technology 5 and ARCH-507 Design 9.

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 for ARCH-214 Design 4, ARCH-311 Design 5, ARCH-312 Design 6, ARCH-508 Design 10.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-313 Technology 3 and ARCH-412 Design 8.

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 ARCH-313 Technology 3, ARCH-412 Design 8 and ARCH-416 Technology 5.

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 ARCH-412 Design 8 and ARCH-303 Structures 1, ARCH-304 Structures 2.

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 ARCH-313 Technology 3, ARCH-412 Design 8 and ARCH-416 Technology 5.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-412 Design 8, ARCH-314 Technology 4, ARCH-312 Design 6.

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 ARCH-212 Technology 2, ARCH-312 Design 6 and ARCH-314 Technology 4.

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] Not Met

2018 Team Assessment: Partial evidence of student achievement at the prescribed level was found in student work prepared for ARCH 313 Building Technology 3. There was no evidence found of student achievement for communications or security systems.

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: Partial evidence of student achievement at the prescribed level was found in student work prepared for ARCH-412 Design 8, ARCH-503 Professional Management and ARCH-314 Technology 4. There was no evidence found of student understanding of construction scheduling.

Realm B. General Team Commentary: The team found that students met the criteria of most Realm B Student Performance Criteria. SPC B.4 has been met with distinction as the team found evidence that demonstrated students' strong ability to show technical knowledge and documentation not only in their prescribed coursework, but throughout the curriculum being applied in integrated practices. However, deficiencies in areas remain. B.9 was found to be understood in all areas except for communication and security. Likewise, B.10 also met most criteria except for construction scheduling.

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 ARCH-371 Design Theory, ARCH-507 Design 9 and ARCH-508 Design 10.

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 ARCH-416 Technology 5 and ARCH-412 Design 8.

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] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH-412 Design 8 and ARCH-416 Technology 5.

Realm C. General Team Commentary: The visiting team found that Realm C SPC's were being met primarily in three courses: ARCH-311 Design 5, ARCH-412 Design 8 and ARCH-416 Technology 5. The team found that students understand research methodologies and are able to apply them appropriately; that they can produce variable design solutions and integrate multiple systems into their designs. Of particular note were projects that included daylight and energy studies. Initially, evaluative criteria are set, design solutions are presented and analyzed, and developed from there. We also found ample evidence of projects that integrate site conditions, technical documentation of building envelopes and construction assemblies, mechanical and structural systems, environmental stewardship, life safety concerns and accessibility. The team finds that C.2 and C.3 are met with distinction.

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 for understanding was found in student work prepared in ARCH-503 Professional Management.

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

[X] Not Met

2018 Team Assessment: Partial evidence of student achievement at the prescribed level was found in ARCH-503 Professional Management. There was no evidence found of student achievement for construction scheduling.

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 ARCH-503 Professional 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 ARCH-503 Professional 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 ARCH-503 Professional Management.

Realm D. General Team Commentary: ARCH 503 Professional Management covers a large amount of material and is wholly responsible for responding to Realm D: Professional Practice. Utilizing readings from the Architecture Student's Handbook of Professional Practice, students are exposed to legal and ethical considerations, standard of care, considerations when developing a practice, putting together a proposal, and project delivery methods. In addition, they study existing architectural firms as case studies, in which they interview the firms. The team found evidence of student performance consistent with the prescribed level.

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: Evidence of institutional accreditation from the Middle States Association of Colleges and Schools was found on pages 72-79 of the APR.

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 ind 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] Not Met

2018 Team Assessment:

The program offers a five-year professional Bachelor of Architecture (164 credits), with a strong focus on interdisciplinary collaboration. The curriculum includes 43 credits of general education; which is short of the 45 credits required by NAAB. The program also requires 18 credits of free electives, which are typically (but not required to be) non-architecture courses. Currently, there is no system in place that would guarantee the general education requirement is met through the utilization of a free elective.

Minors are available to students; the requirements determined by each department. The B.Arch program does not support concentrations.

CABE also offers the following: B.S. Architectural Studies, Master of Architecture, and Master of Science in Architecture.

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:
The team found evidence that the program has developed a robust, transparent, and interactive process for evaluating the preparatory and pre-professional credentials of individuals admitted to the NAAB-accredited degree program. The program thoroughly evaluates transfer student credits through a course-to-course comparison method, and evaluates portfolios when appropriate, to determine acceptance and placement into the program.

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: Evidence was found on the program's website at http://www.eastfalls.jefferson.edu/arch/prog_arch_NAAB.html on 03/27/2018.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: Evidence was found in the APR on page 94 in section II.4.2 and linked from the program's website at http://www.philau.edu/arch/prog_arch_NAAB.html on 03/26/2018.

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: Evidence was found in the APR on page 95 in section II.4.3 and linked from the provided links to the website at http://www.philau.edu/careerservices/ and http://www.philau.edu/careerservices/resourcesbymajor.html#architecture. Evidence of access to career development information was also found in discussions with the Director of Career Services Tracee De Pedro.

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: Evidence was found in the APR on page 95 in section II.4.4 and linked from the program's website at http://www.eastfalls.jefferson.edu/arch/prog_arch_NAAB.html on 03/28/2018.

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 in the APR on page 95, section II.4.5 and linked from the program's website at http://www.philau.edu/arch/prog_arch_NAAB.html on 03/26/2018.

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:

Appropriate links to the Jefferson website were provided for all required items, except for Student Diversity (broken link). An updated link to the Student Handbook, Commitment to Diversity statement was provided to the team.

General admissions is handled at the University level; for transfer students, the records are then referred to the program to establish advanced standing, if any. Admission and advising systems are unified through the campus, though it is expected that they will be changing to align better university-wide as a result of the merger.

Carol Hermann, AIA, assistant director of the architecture program also serves as the coordinator for Student Advising Services and as an advisor herself. Ms. Hermann explained the processes and policies for evaluation of transcripts and portfolios and decisions regarding remediation and advanced standing (required only for transfer students, not for first year admission to the program) which are mostly done at

the program level. She also provided several redacted examples of different situations and how they have been handled.

Student diversity initiatives include a range of university-wide student groups that support student diversity such as the LGBTQ support group, East/South-East Asian Student Society as well as National Organization of Minority Architecture Students (NOMAS).

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:
Information regarding tuition & fees, room & board, insurance and general activity fees were provided on the website for the general programs. Information on estimate for general supplies and specialized materials is provided to students at orientation. A link to the specific requirements for laptop purchases for Architecture program students is provided on the website. Financial Aid for students is handled centrally through the University; questions that are made to the program are referred to the central office, and links are available on the website.

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:

The program provided a letter from Mark Palladino, Director of Institutional Research, (who is responsible for submitting the ASR reports) stating compliance with the requirements above. ASR reports for 2013 - 2015 were verified on the program's website; 2016 and 2017 were supplied to the Visiting Team upon request.

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 Reports were provided as Supplemental Material and are accessible through the University's web page.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

        B.4   Technical Documentation

        C.2   Integrated Evaluations and Decision-Making Design Process

        C.3   Integrative Design

Appendix 2. Team SPC Matrix

B.Arch
NAAB SPC MATRIX
2014 Conditions

Cross-listed M.Arch. Courses

2014 NAAB Performance Criteria

	503 Prof. Mgmt. (661)	304 Structures 2 (652)	303 Structures 1 (651)	416 Technology 5 (645)	314 Technology 4 (644)	313 Technology 3 (643)	212 Technology 2 (642)	210 Technology 1 (641)	371 Design Theory OP	306 History 4 (634)	305 History 3 (633)	206 History 2 (632)	205 History 1 (631)	326 Vis. 2 (622)	208 Vis. 1 (621)	112 Vis. Elective	103 Drawing 1	508 Design 10	507 Design 9 (615)	412 Design 8	Nexus Design 7	312 Design 6	311 Design 5 (614)	214 Design 4	213 Design 3	102 Design 2	101 Design 1	Criterion
REALM A: Critical Thinking and Representation																												
A1																		×	×									Professional Communication Skills
A2																		×		×								Design Thinking Skills
A3																		×		×			×					Investigative Skills
A4				×																			×	×				Architectural Design Skills
A5																												Ordering Systems
A6																												Use of Precedents
A7												×	×															History and Global Culture
A8							×						×										×					Cultural Diversity and Social Equity
REALM B: Building Practices, Technical Skills & Knowledge																												
B1			×																×	×			×					Pre-Design
B2																		×				×	×	×				Site Design
B3						×														×								Codes and Regulations
B4					×	×														×								Technical Documentation
B5		×	×																	×								Structural Systems
B6					×		×													×								Environmental Systems
B7								×												×			×					Building Envelope Systems and Assemblies
B8							×	×														×						Building Materials and Assemblies
B9																												Building Service Systems
B10																												Financial Considerations
REALM C: Integrated Architectual Solutions																												
C1									×									×	×									Research
C2					×															×								Integrated Evaluations and Decision-Making Design Process
C3					×															×								Integrative Design
REALM D: Professional Practice																												
D1	×																											Stakeholder Roles in Architecture
D2																												Project Management
D3	×																											Business Practices
D4	×																											Legal Responsibilities
D5	×																											Professional Conduct

Appendix 3. The Visiting Team

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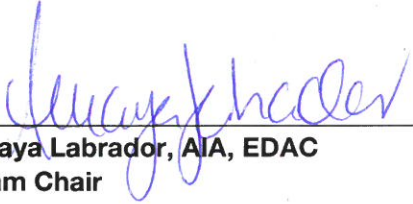dhornbeek@hornbeekblatt.com

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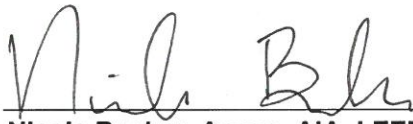610-451-3496
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V. Report Signatures

Respectfully Submitted,

(signature)

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Team Chair

(signature)

David Hornbeek, AIA, NCARB
Team Member

(signature)

Nicole Becker, Assoc. AIA, LEED AP BD+C
Team Member

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Marilys R. Nepomechie, FAIA, DPACSA
Team Member

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