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

2018 Initial Accreditation Visiting Team Report

Master of Architecture [preprofessional degree plus 49 credits]
Master of Architecture [non-preprofessional degree plus 100 credits]

The National Architectural Accrediting Board
October 20-24, 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

The NAAB team thanks the Thomas Jefferson University (Jefferson), College of Architecture and the Built Environment (CABE), Department of Architecture for its hospitality and assistance during our visit. In particular we want to recognize James Doerfler, AIA, Director of Architectural Programs, David Kratzer, Director of the Master of Architecture Program, and Donald Dunham, Professor Emeritus for the organization and clarity of the digital and hard copy evidence displayed in the team room. Their determined attention to creating this comprehensive display of student work facilitated our review. In addition, their enthusiasm and dedication for the program was manifest throughout the visit and was recognized during sessions with students and faculty.

The curricula and pedagogy of the architecture program are informed by their unique collegiate model - the combined institution of Philadelphia University and Thomas Jefferson University. This merger succeeded in bridging Philadelphia's arts and sciences, business administration, and architecture and design with Jefferson's strong medical legacy. Today, Jefferson students are being prepared as future professionals and researchers ready for a globalized and challenging future. The program explores architecture through the multiple cultures and home countries of its international students.

Strong Leadership
The CABE, through its twelve degree programs, covers a full range of disciplines including: architecture, interior design, construction management, geodesign, sustainable design, landscape architecture and real estate development. These mirror the actual practice models its graduates will encounter as their careers progress. Under the leadership of Dean Barbara Klinkhammer, cross-level and cross-degree courses have been initiated. The dean has also advocated several outreach initiatives described below that result in "real world" learning experiences, offering students the opportunity to understand and appreciate the many stakeholders involved in the built environment. Together, James Doerfler, AIA, David Kratzer, AIA, with Donald Dunham, the leaders of the Department of Architecture, have tuned the M. Arch program to the needs of students, faculty, and an ever-changing profession, while remaining attentive to the current NAAB Conditions and Procedures.

An Energetic and Inventive Faculty
The kind of accelerated progress the team has observed since the Initial Candidacy visit would not have been possible without the work of an energetic and inventive faculty. The many positive developments in the curriculum over the last few years are a testament to in-depth planning, open and flexible attitudes toward change, and productive collaboration between administrators and staff, and among the faculty.

Broad Attention to Community and Societal Issues
The College's Laboratory for Urban + Social Innovation (LUSI) provides opportunities for faculty and students to engage in environmental and health challenges of Philadelphia's underserved neighborhoods. New initiatives, a direct result of the combined universities, include the Jefferson Institute for Smart and Healthy Cities, and the Jefferson Consortium of African Partnerships. *Smart Cities* is an emerging paradigm in the development of urban environments, an attempt to build more efficient, healthier and livable cities. *African Partnerships* organizes and supports African coursework, research and practice throughout Jefferson. These new initiatives foster creative interdisciplinary and cross-college collaborations, bringing together architecture and medical students and faculty, plus other college programs. These connect them with local, national, and international external partners to drive innovative ideas and transformational solutions.

b.   Conditions Not Achieved:

SPC B.2 Site Design

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II.   Progress Since the Previous Site Visit

Conditions Not Achieved

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.

2016 Visiting Team Assessment: The APR states that "the University recognizes the pressing need to diversify the number of full-time faculty in terms of age, race, gender, ethnicity, scholarship, and expertise" and that the Office of the Provost has engaged an educational consultant to provide analysis of the institution's and the school's diversity profile. No specific processes, plans, analyses, metrics, or implementation schedules are described in the APR for maintaining or increasing the diversity of the architecture program's faculty, staff, and students when compared with the diversity of the institution. Executive Dean Klinkhammer discussed this challenge in light of the growing international diversity of the college's graduate student body. In conversations with the visiting team, President Spinelli and Provost Baker acknowledged that faculty diversity was a challenge and confirmed that the university had engaged a consultant to provide analysis and strategic advice for future action. Architecture faculty members provided further confirmation of their participation in these efforts.

> **2018 M.Arch Program Response**: As acknowledged above by University administration, diversity especially within the faculty ranks remains challenging. Although only 25% of the architecture faculty, adjunct and full-time, 2015-17, were women and other minorities, the program remains committed in increasing diversity with the stated goal of having a faculty mimic the student demographic. Most recently, after successfully completing a national search for a tenure-track assistant professor position for visualization and computational design in the Master of Architecture program in 2017, we received a last- minute notification from the candidate about her withdrawal from her signed contract citing family relocation challenges. Undeterred, we will continue to recruit the best candidates for future positions. As part of the combined institution, the Jefferson Center City campus Office of Diversity and Inclusion Initiatives (ODII) will also support the East Falls campus in the near future. ODII is an institutional framework that acknowledges the importance of a diverse community and an inclusive environment. ODII promotes initiatives and programs that increase awareness, understanding and sensitivity to the needs of all individuals regardless of age, class, physical ability, gender, race, religion or sexual orientation. Our mission is to support and promote an inclusive environment that embraces and celebrates the diversity of our people. The office serves to provide students, residents, faculty, and staff with a cooperative, safe and supportive environment and assists in preparing them with an education in caring for patients with diverse backgrounds. It is our intention to work with ODII to help develop a plan and process to increase diversity in CABE.
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> To achieve its mission, the ODII has established the following goals:
> - Enhanced diversity amongst faculty, residents, students, and staff
> - Cultural competence of its learners and providers
> - Improved health equity for its patients
> - Engage the Thomas Jefferson University community
> - See: http://www.jefferson.edu/university/diversity/office_administration.html
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> *2018 Visiting Team Assessment:* Following the merger of the two institutions, Thomas Jefferson University has created a Draft Summary of a Diversity and Inclusion Structure, an Overview of Diversity Liaisons for Faculty Searches, and a

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

2016 Visiting Team Assessment: The goals of the CABE and those of the architecture program are aligned with Philadelphia University's seven strategic initiatives as outlined in the APR, Section I.1.1. History and Mission. However, the APR does not describe the processes by which members of the architecture program and the CABE participate in long-range planning at the university level, nor does it describe how university-level planning initiatives are translated at the college or program levels into specific objectives for student learning, what data and information sources inform the planning process, or the role played by the NAAB's five perspectives as a reference in long-range planning efforts. The team's conversations with President Spinelli and Provost Baker outlined the participatory strategic planning process at the university level and the way in which each academic unit, including the CABE, further participate in the process by extending the guiding terms of the plan in appropriate and specific ways. Executive Dean Klinkhammer described the CABE's efforts to elaborate upon the terms of the strategic vision by means of its expansion of graduate-level education through specialized programs in the college's sub-disciplines and the adoption of a "CABE Core" to spur collaboration, innovation, and sustainability as focal concerns of the graduate degree programs. President Spinelli indicated that another iteration of the strategic planning process is ongoing, as the university looks forward to its merger with Thomas Jefferson University, a medical program.

> **2018 M. Arch Program Response:** CABE faculty, and specifically Director of Architecture Programs and faculty continually work with the University to help develop and implement long-range planning goals. This is achieved through meetings with faculty and various administrators and staff. Students and faculty are involved in all levels of management and governance of the program and the institution. Full-time faculty of the M. Arch program sit on university-wide boards, committees, and advisory groups. The University's "Organization of the Faculty" is based on the philosophy of governance presented in the AAUP *Joint Statement on Government of Colleges and Universities.* Shared governance is accomplished through joint faculty and administration service on most faculty standing committees and on the Advisory Board. Simultaneously, the work of the administration and faculty go forward through the Committee of Chairs, the President's Council, and the Provost's Council (*Faculty Manual*, appendix B). Monthly mandatory university faculty meetings provide a forum to disseminate relevant information and to debate current academic issues. They are run by the secretary of the faculty, who is elected by the faculty. Full- time faculty are expected to be involved in faculty governance. More than half the full-time College faculty serve on a University standing committee. Student organization leaders meet with the dean on a regular basis through the Dean's Council to discuss issues of concern to the student body. At the time of this writing, a faculty member from each College across the University has been selected to serve as a member of the Jefferson Academic Board Education Subcommittee. This committee will serve as an academic advisory group to the Jefferson Board of Trustees; architecture faculty Carol Hermann will represent CABE and the architecture programs, bringing professional design education perspectives to the Board of Trustees as well as helping to develop long-range strategic planning objectives for the University.

2018 Visiting Team Assessment: The program now has demonstrated that it has met the requirements to describe the long-range planning structure and process at the unit, college, and university. The merger of the two universities has now progressed to a stage where the framework for planning and for feedback and communication within the institution, including CABE and the M. Arch program, have coalesced to the form to be followed in the future.

2014 Student Performance Criteria

Previous Team Report (2016): Most of the curriculum has not been implemented yet, therefore most of the SPC are not met yet and fall within this category.

2018 Visiting Team Assessment: Having graduated two cohorts of students, the program has implemented the full curriculum for the M. Arch program, which is designed to enable all graduating students to achieve the student performance criteria at the levels of ability and understanding as required by the NAAB conditions. The visiting team found enough evidence to demonstrate that the majority of the SPC have been met, apart from five criteria, three of which are in Realm B, with two in Realm D.

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: On July 1, 2017, Philadelphia University and Thomas Jefferson University merged to become a single post-secondary institution named Thomas Jefferson University with the overarching goal to create a comprehensive institution centered on professional education. The combined university, with an integrated mission dedicated to preparing students for careers of the 21st century with an emphasis on scientific and applied research, design thinking, and discovery, is focused on the future of education, the future of health, and the future of work. The university remains authorized as a degree-granting institution by the Pennsylvania Department of Education with institutional accreditation by the Middle States Commission on Higher Education.

Philadelphia University was founded in 1884 as the Philadelphia Textile School to close the "sizable gap" between the quality and variety of American textile products and those manufactured in European mills. Continued growth led the institution to become the Philadelphia College of Textiles & Science in 1961. It was granted university status in 1999 and became Philadelphia University. The July 2011 academic reorganization of Philadelphia University resulted in the creation of three colleges including the College of Architecture and the Built Environment.

The Architecture Program evolved from a single interior design course in 1980 at Philadelphia University with the B. Arch program to follow in 1991. Initial NAAB accreditation for the B. Arch degree was granted in 1997 with subsequent renewals in 2000, 2006, 2012, and 2018. The M. Arch program began with its first cohort in the 2015-2016 academic year. The M. Arch degree was designed to prepare students for professional practice, through the development of sustainable design and technology skills, knowledge of project management, and collaborative experiences in an interdisciplinary environment. It was granted Initial Candidacy by the NAAB effective January 1, 2016.

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 M. Arch program capitalizes on CABE's many offerings to provide a program of study that uses Philadelphia as a living laboratory, and the college's many degree program courses for a collaborative learning experience. Students are advised by the Director of the M. Arch program. The Studio Culture policy was written by a representative group from across the college and was the subject of the 2017 student publication, *Spacework*. The Studio Culture policy document is distributed each semester, posted in studio spaces and available online in the Graduate Student Resource Guide. The college offers a visiting lecture series, opportunities for fieldwork, collaborative learning, and several design competitions that support the promotion and development of architecture students throughout Pennsylvania. The college has an active AIAS organization and a NOMAS organization. Students of the M. Arch program currently participate in NOMAS.

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: Jefferson is fully committed to making diversity an integral part of its mission. The 2017 Student Handbook contains a Commitment on Diversity. The university is restructuring diversity initiatives under the Office of Diversity and Inclusion Initiatives (ODII). The ODII assesses Jefferson's needs in supporting underrepresented students, educating all students on issues of living and working in a pluralistic society and developing short- and longer-term strategies on improving diversity and inclusion issues in all facets of the university. The university provides guidelines for diversity and inclusion goals and a diversity liaison for faculty searches. The college recognizes the need to increase and diversify the number of full-time faculty in terms of age, race, gender, ethnicity, scholarship, and expertise. The college's Strategic Plan 2.0 Draft 8 includes objectives to develop and implement a culture of diversity in CABE. The M. Arch program has a diverse student body of international and national students. The faculty of the program represent a broad spectrum of disciplinary interests. Policies on equal opportunity employment are found in the employee handbook and on the university's human resources webpage.

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. Jefferson utilizes the combination of a professional and liberal education to foster collaboration across the entire university. Jefferson's established architectural education studio experience serves as an example of dynamic, hands-on and interdisciplinary learning.

The M. Arch program embeds collaboration throughout the curriculum. Students in cross-level classes work together on projects with B. Arch, M.S. Sustainable Design, and M.S. Interior Architecture students. They emulate professional practice relationships as they build their own discipline-specific expertise. The program emphasizes the specific role of collaborative work methods and integration of expertise. Students learn to be both leaders and team members as they progress through their program of study. They learn to integrate the work of teammates and adjacent disciplines into their project delivery skills.

Architecture faculty participation in a variety of leadership roles throughout the university, involving multiple disciplines and objectives, expresses initiative and collaboration embedded into the university's professional and learning culture. Faculty remain involved in their respective realms of scholarship and practice by delivering papers at academic conferences, entering design competitions, engaging in professional practice, and pursuing grants and awards. Architectural faculty frequently seek out grants that initiate and support collaborative, student-led, research-based exhibitions and installations.

Students in the architecture program continue to be involved in student government and extra-curricular events and activities including: AIAS, Freedom by Design, NOMAS, and other university volunteer opportunities. The university provides opportunities for student involvement as members of student organizations, orientation leaders, teaching assistants and tutors, first-year experience coordinators, and community service coordinators.

Design. The college promotes a collaborative learning environment that integrates undergraduate and graduate students in shared learning experiences. Learning to thrive in a multicultural environment is a lesson reinforced by curricular, co-curricular, and extra-curricular offerings. The M. Arch program builds collaborative relationships within CABE including the B. Arch, the M.S. Interior Architecture, and the M.S. Sustainable Design programs. They aim to make sustainable principles second nature and the primary filter through which design pedagogy is formulated. M. Arch students have access to coursework from the other degree programs in the college as well as the extra-curricular opportunities of competitions, study "away," field trips, AIAS, and NOMAS. Staff and faculty take seriously the opportunity to expose all students to abundant challenges in and around the city.

Professional Opportunity. Adjunct faculty (including alumni) often hold full-time positions in local firms and bring their experience to the classroom and studio. Beyond this exposure, M. Arch and other architecture students interact with professionals from outside of the academy including lecturers and

jurors from the Philadelphia area and beyond. Located in a large city, within reach of New York City and Washington, D.C., the program can take advantage of professional resources that expose students to the opportunities and possibilities that await. CABE encourages student involvement in professional organizations, including events by the Associates Committee of the AIA, the Philadelphia Chapter, and the AIA Philadelphia Young Architects Forum. The college has an active chapter of the AIAS. The program hosts a representative from NCARB to discuss licensure and the AXP. A full-time faculty member serves as the Architecture Licensing Advisor. Eight of the eleven full-time faculty teaching in the M. Arch program are licensed to practice architecture (three in other countries), and the remaining three are pursuing licensure.

Stewardship of the Environment. Sustainable practices, the underpinning to the B. Arch, are also the foundation of the M. Arch and CABE's M.S. Sustainable Design graduate programs. In addition, every technology course further reinforces a sustainable design approach to building. The Sustainable Design Studio and Principles and Methods of Sustainable Design courses are the foundation to the M. Arch advanced studio sequence: Design 4 and 5, and the thesis project. As a result, students in the program will be well-equipped to incorporate environmental stewardship as a fundamental architectural and urban design principle. The program focuses itself on teaching the importance of relevant creativity, applied engineering, and economic feasibility. Students are prompted to think as sustainability professionals must and are required to consider the realities of prevalent economic structures as a basis for building a new green economy focused on the environment, equity, and enterprise.

Community and Social Responsibility. Architectural students in all programs within CABE are engaged with local and regional contexts, and the M. Arch curriculum includes focus within the studio and beyond, in courses such as those dealing with sustainable design, architectural history, and professional management. Students have engaged as volunteers, and with studio efforts, with such organizations as Habitat for Humanity, Project H.O.M.E, and others. The multidisciplinary Laboratory for Urban and Social Innovation (LUSI) has provided a center for CABE students to engage with and empower communities at the local, regional, and global scale. Students will be able to participate in this and two other initiatives approved by the university and championed by the college: the Jefferson Consortium of African Partnerships, and the Jefferson Institute for Smart and Healthy Cities. M. Arch students have already participated in the Malawi project of the *African Partnership*.

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: The M. Arch program is positioned to benefit from CABE resources that were already in place. These include facilities, faculty, and a college already with several successfully implemented master's programs. Through the CABE Advancement Council, the college has been able to implement initiatives in areas such as student recruitment, community-based projects, and partnerships with industry, community, and professional organizations.

In addition to the goal of achieving initial accreditation, the M. Arch program has committed to ten long-range ongoing objectives affecting curriculum, facilities, studio culture, technology, diversity, alumni involvement, and student opportunities in several arenas.

At the university level, the M. Arch program falls under the Strategic Initiative to be "the model for professional university education in the 21st Century." This strategic plan's emphasis on the Center for Innovative Teaching and Nexus Learning provides reinforcement for CABE and the M. Arch program for outreach in interdisciplinary and community settings. The university academic vision is articulated in the Strategic Academic Framework, reinforcing the goals of "Legacy" and "Transformation" of the institution at all levels. The university has also developed a comprehensive physical master plan, under which three additional academic buildings are projected for the East Falls Campus.

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: The M. Arch program is invested in the self-assessment process. Each year, the program director is required to submit a Program Assessment Plan to the university that includes program goals (connected to Institutional Learning Outcomes), Program Learning Outcomes with the courses involved and methods of measurements, a time frame, the actual learning outcomes, and how feedback improves the course and/or curriculum. Annual updates are due to the director of the Academic Success Center (formerly the Learning and Advising Center). The process of preparing this document illuminates how well the program is progressing toward its mission and stated objectives. Sample student outcome rubrics illustrate the progress each student is making towards learning outcomes. Student surveys of each course provide regular feedback on courses and faculty. M. Arch students all have immediate access to the program director as an advisor. This provides a direct assessment method between students and the program leader. External review by professionals on studio presentations provides oversight from the professional community.

Curricular assessment is an annual process undertaken by the faculty under the leadership of the program director. Full-time faculty lead curricular areas and are the primary observers and leaders in curricular review. The APR included a sample of the M. Arch 2015-2020 Curriculum Assessment Plan required by the Middle States Commission of Higher Education. This plan is used to establish benchmarks of the program's strengths and weaknesses.

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] Demonstrated

2018 Team Assessment: The team found evidence in the APR that the program provides the resources to achieve balance for faculty workloads to foster student-faculty exchange in support of student achievement. New faculty are assigned a faculty mentor. All faculty meet with the program director each semester to discuss a range of topics, including teaching, professional development, and service. Students reported that faculty are available to them to discuss both course and campus concerns.

As the APR indicates, the program has appointed an Architectural Licensing Advisor, who is trained in the issues of AXP and licensing. The ALA coordinates NCARB presentations on AXP and remains current with ALA training and development programs. The most recent NCARB presentation was in October 2017. At the meeting with the students, all hands were raised when the M. Arch students were asked about knowledge about ALA, AXP, and their familiarity with the NAAB Statement.

The APR describes opportunities available to faculty members for professional development. This includes engagement in architectural practice, and funding to attend academic conferences, typically adequate to send each full-time faculty member to a conference once per year. Faculty may also apply for sabbatical leave during their 7th year, and those who have been granted a Fulbright award are eligible to receive a leave of absence from the university "contingent on the leave being consistent with the objectives and needs of the College and the University." Adjuncts are an important part of the faculty component and express a sense of integration with the faculty as a whole.

The visiting team found evidence of student support services, including academic learning advising as well as personal advising. The Marianne Able Career Services Center assists students and alumni with their career development and pursuit needs. Career opportunities also become available through connections with local architectural firms, especially as several studio sections are taught by adjunct faculty. The program has been successful in encouraging local firms to participate in the career fair with over 50 participating architectural firms. The Career Fair has served undergraduates for several years, and several M. Arch graduates have found local employment through contacts made at the fair.

Support staff are engaged in the program and are also able to take advantage of advancement opportunities, including attendance at conferences relevant to their areas of focus.

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: CABE is located at Jefferson's East Falls Campus. Teaching spaces for the M. Arch program are located in several buildings on the campus. Studios are housed as follows: 1) summer foundation studios in SEED Center, 2) "hot-desk" studios for Year One in Search Hall, 3) individual studio desks assigned to all M. Arch students in the A+D Center. The SEED Center is the home for the graduate programs in interior architecture, sustainable design, and construction management, and is also used for the cross-level architecture studios. Studio spaces in the three buildings are well-lit and airy, and students find they accommodate their needs well.

Administrative faculty offices are located in the A+D Center, while full-time architecture faculty and adjunct faculty offices are located in Smith House, which is a ten-minute walk from the A+D Center. When construction of a building addition near the A+D Center is completed in 2019, the offices now in Smith House will be relocated proximate to, or within the program's current campus center facilities, where full-time faculty will generally be assigned shared offices, while adjunct faculty will have assigned lockers (as they do now) and open office space to be shared.

The SEED Center, A+D Center, and Search Hall are in the compact heart of the East Falls Campus, so that all studio facilities are close to each other and to other common facilities on the campus such as the library and student center. Smith House is also the location of a computer lab. The Weber Fabrication Center is beyond the Smith House, requiring a 15-minute walk from the buildings in which the studios are housed.

Printing, plotting, and fabrication resources are substantial, including printers and plotters (2D and 3D) in several studio levels in the A+D and SEED Centers. The SEED fabrication lab includes an array of digital printing, scanning, and vacuum forming equipment. All CABE fabrication facilities are managed, maintained, and overseen by a resource manager. The Weber Fabrication Center has a full inventory of shop facilities and equipment, primarily for wood, but with some capability for metals, plastics, foam, and other materials. Equipment includes saws, routers, drill presses, grinders, a bending brake, shear and punch equipment, and an array of hand and power tools.

In 2017, the university was able to acquire the Hassrick House adjacent to the campus. Designed by famed California architect Richard Neutra, the house provides a unique resource for the program and college for the study of Mid-Century Modernism, the International Style, and historic renovation.

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 program has demonstrated that it has access to appropriate institutional and financial resources to support student learning, scholarship, achievement, and research. The overall CABE budget has remained flat for several years, with the exception of new graduate programs. At Jefferson, graduate programs are considered as individual administrative units, with their own budgets, whereas the undergraduate programs in CABE fall under the administrative unit budget.

Budget allocations are somewhat difficult to track where courses and facilities overlap between undergraduate and graduate programs. The actual M. Arch program budget is based on enrollment and adjusted each year within a five-year cycle. The budget request for 2018-2019 reflects an increase for the college as a whole, while that for the M. Arch program projects a slight drop for the upcoming year. The budget for instruction for the M. Arch program is for approximately 57% for full-time and 43% for adjunct faculty. The funding model has not changed since the previous visit, and there are no pending changes in overall funding from the university.

The M. Arch program has control over funds for faculty professional development. However, all other funds, including those for programmatic support (lecture series, field trips, memberships, entertainment, office supplies and small equipment), are approved by the dean of the college and the program director annually.

Funding from the CABE Advancement Council has provided for studio furniture, computer monitors, and power and technology upgrades. The university has also provided funds for new digital fabrication equipment. CABE will take part in a major university-wide campaign for capital projects and endowment.

In response to a decline in applications to the M. Arch program and to parallel declines in available students in the Philadelphia region and from international schools, a marketing campaign is targeting prospective students nationally and internationally.

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: Information resources are adequate for the program. The Paul J. Gutman Library houses approximately 150,000 print, monographic and bound journal volumes, and provides access to more than 80 online databases to support teaching, study and research. The building is centrally located on campus, adjacent to the A+D Center and within proximity to the SEED Center. The Library Assistant Director for Special Collections and Reference focuses on architecture, art history, and design, and is the library liaison to the CABE. She teaches orientation sessions and hands-on research workshops to the CABE students. She maintains professional affiliations with the Art Library Association of North America and the Association of Architecture School Librarians. The library's holdings in architecture-related materials are comprised of approximately 35,000 monographs, including the following:

- architecture – 12,591 total volumes
- decorative arts, furniture and furnishings – 10,095 total volumes
- plant culture, landscape – 1,589 total volumes
- construction – 649 total volumes
- city planning, land use and zoning – 819 total volumes
- sample materials and assemblies – 1,900+ items.

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 included a narrative description and several organization charts to explain the administrative structure before and after the merger. Prior to this date, the Executive Dean of CABE reported to the Provost and Dean of Faculty of Philadelphia University, who reported to the President of the university. The current structure is not radically different, at least as it affects the college: The Dean now reports to the Senior Vice-Provost as a part of the "Beyond Health" branch of the University. The Senior Vice-Provost reports to the Provost, who reports to the President and CEO of Thomas Jefferson University. The title "Executive Dean" has been retired in favor of "Dean."

The administrative structure of the CABE has remained largely unchanged after July 1, 2017. Administration is provided by the Dean, Associate Dean, and Program Director (a tenured professor). The Director of the M. Arch program is not involved with undergraduate program administrative issues but shares involvements with undergraduate curriculum as it affects the M. Arch program.

The M. Arch program is one among five undergraduate programs and seven graduate programs in the College. Four of these programs are in Architecture, comprising the 5-year B. Arch, the 4-year B.S. Architectural Studies (preprofessional), M.S. Architecture, and the M. Arch program. The Director of the M. Arch program at CABE has a range of responsibilities, including: student recruitment, admissions coordination, curricular development, coordination of the accreditation process, graduate student advising, and teaching within the program.

Shared governance is described as a process of joint faculty and administration service on faculty standing committees and on the Advisory board. Full-time faculty are involved in faculty governance in monthly meetings of the university faculty and serve on standing committees. The CABE includes monthly meetings in which all full-time faculty and, occasionally, adjunct faculty participate. Part-time (adjunct) faculty are not required to serve, but some participate in task forces of the college.

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 an 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 MARCH-621 Visualization 1 and MARCH 622 Visualization 2 and was further demonstrated during student meetings and design presentations attended by the visiting team.

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 MARCH-615 Design 5.

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 MARCH-615 Design 5 and MARCH-616 Design 6.

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 MARCH-614 Design 4.

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 process studies prepared for MARCH-615 Design 5 and in SDN-622 Sustainable Design Studio.

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 was found in student work prepared for MARCH 644 Technology 4.

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 for MARCH-631 History 1 and MARCH-611 Design 1.

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 student work prepared for MARCH-611 Design 1, MARCH-615 Design 5, and MARCH-616 Design 6.

Realm A. General Team Commentary: Student achievement relating to critical thinking and representation is primarily demonstrated in student work completed through design studio courses and is supplemented by work completed for the visualization sequence, a history course, and a technology course. Together, the curriculum for these courses reinforce student ability to think abstractly across varying contexts and relationships. Coursework provided as evidence as well as team interaction with the students indicate graduate ability to skillfully conceptualize and communicate architectural ideas through a diverse range of tools and techniques.

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 MARCH-615 Design 5 and SDN-622 Sustainable Design Studio.

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

[X] Not Met

2018 Team Assessment: Evidence of student achievement regarding the ability to respond to soil was not found in student work prepared for the suggested courses, nor in additional student work reviewed.

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 MARCH-615 Design 5.

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 for technical drawings and physical models in MARCH-615 Design 5 and outline specifications in MARCH-645 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 of principles of structural systems was found primarily in MARCH-614 Design 4 and secondarily in MARCH-644 Technology 4.

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] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work prepared for the suggested courses nor in additional evidence reviewed concerning the principles of acoustics.

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 MARCH-615 Design 5 and MARCH-644 Technology 4. Performance aspects are demonstrated in the Technology 4 course and applied in both performance and aesthetics in Design 5.

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 MARCH-615 Design 5 and MARCH-642 Technology 2.

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 performance at the prescribed level was found in student work prepared for MARCH-615 Design 5, MARCH-642 Technology 2, and MARCH-643 Technology 3.

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: Evidence of student achievement at the prescribed level concerning project financing methods and feasibility was not found in student work prepared for the suggested courses, nor in additional evidence reviewed.

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 MARCH-616 Design 6 and MSARC-631 Research Methods.

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 MARCH-615 Design 5.

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 MARCH-614 Design 4 and MARCH-615 Design 5.

Realm C. General Team Commentary: The collaborative underpinnings of the M. Arch program prepare students to evaluate and integrate research on many topics in the design process. Coursework including Technology 1-5, Structures 1-2, Sustainable Design Studio, and Research Methods prepare

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] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level regarding the relationships among key stakeholders in the design process was not found in student work prepared for the suggested course, nor in additional evidence reviewed.

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: Sufficient evidence of student achievement at the prescribed level was found in student work prepared for MARCH-661 Professional 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] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level regarding financial management and business practices was not found in student work prepared for the suggested course, nor in additional evidence reviewed.

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: Sufficient evidence of student achievement at the prescribed level was found in student work prepared for MARCH-661 Professional Management.

D.5 **Professional Ethics:** *Understanding* of the ethical issues involved in the exercise of professional judgment in 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: Sufficient evidence of student achievement at the prescribed level was found in student work prepared for MARCH-661 Professional Management.

Realm D. General Team Commentary: The program's professional practice instructor is a licensed practitioner. As an adjunct professor he balances his time between his practice and his teaching responsibilities. Professional management is taught through a single cross-level course which engages both B. Arch and M. Arch students and is intended to cover a complete range of practice issues. The visiting team was unable to find evidence in specific aspects of the requirements for each category of SPC D.1 and D.3.

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: Jefferson is accredited by the Middle States Commission on Higher Education. A copy of the Middle States letter dated March 3, 2017 which includes a Statement of Accreditation Status, was provided in the APR. This letter acknowledges the substantive change in the institution's accreditation--its request to include Philadelphia University--and notes accreditation was last reaffirmed on June 26, 2014. During the visit, the program provided a copy of a letter from the NAAB dated October 8, 2018 stating the NAAB board, at its July 2017 meeting, approved the substantive change, the merger of Philadelphia University with Thomas Jefferson University.

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 non-accredited programs.

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

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

[X] Met

2018 Team Assessment: The M. Arch program at Jefferson exceeds the minimum credit distribution requirements established by the NAAB. The M. Arch is a 3+ year 100-credit degree program for students without advanced standing. Students granted advance standing may be able to complete the program in as little as two years with 49 credits minimum. These credits are in addition to the 120 semester-credits applied to the baccalaureate degree. The M. Arch program offers multiple entry points based on the student's level of preparedness. The program's selection committee considers educational background, experience and portfolio. While each applicant is reviewed individually, these are the typical paths:

- Students without a degree in a design discipline will typically begin the program with a 2-course summer program in design basics, before beginning the fall semester.

- Students with a satisfactory portfolio and experience in design basics will start in the fall semester.

- Students granted advanced standing, typically coming from a 4-year pre-professional architecture program, will join the sequence in the second year.

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: Admission folders include the evaluation of preparatory education through the use of student transcripts and portfolios. The portfolio is used to render decisions of whether comparable coursework has been satisfied. The program's SPC matrix is used to indicate if SPC have been fulfilled. There is redundancy in the SPC throughout the curriculum such that students with advanced standing will continue to satisfy nearly all SPC later in their coursework. The program has demonstrated that it is able to confirm, through portfolio review, fulfillment of the few SPC that might not be covered during the final two years of the M. Arch program. The admission files contain evidence of the baccalaureate degree transcripts and the number of credit hours required for each student to complete the degree 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: The CABE website provides language on NAAB-accredited degrees, consistent with the 2014 Conditions for Accreditation at:
http://www.eastfalls.jefferson.edu/arch/prog_arch_NAAB.html

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 2015 NAAB Procedures for Accreditation and the 2014 NAAB Conditions for Accreditation are available to students, faculty, and the public on the Jefferson CABE website at:
http://www.eastfalls.jefferson.edu/arch/prog_arch_NAAB.html

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: Student and graduates can access career development and placement services for help developing, evaluating, and implementing career, education, and employment plans at:
http://www.philau.edu/careerservices/
http://www.philau.edu/careerservices/resourcesbymajor.html#architecture

The program website also provides links to these additional sources for students and graduates at:
www.aia.org, www.aias.org, and www.acsa-arch.org.

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: Access to CABE documents including the 2015 decision letter granting candidacy status, the 2016 APR and the final edition of the 2016 VTR, can be found on the program's website at:
http://www.eastfalls.jefferson.edu/arch/prog_arch_NAAB.html

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: Pass rates for each section of the Architect Registration Examination for Jefferson graduates can be found for the CABE B. Arch program via a link on their website. Since the M. Arch program's first graduates did not receive their degrees until January, 2018, there is no data yet available:
http://www.eastfalls.jefferson.edu/arch/prog_arch_NAAB.html

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: All application forms, admission requirements, procedures and policies including the processes for evaluation of transcripts, decisions regarding remediation and advanced standing, along with the procedures for the evaluation of preprofessional degree content, financial aid and scholarship processes and opportunities, as well as student diversity initiatives can be found on the

CABE planning websites listed below. An M. Arch applicant form used for evaluating preprofessional degrees was provided to the team for review.

Admissions information for prospective graduate students:
http://www.eastfalls.jefferson.edu/graduate/

General M. Arch admissions requirements:
http://www.philau.edu/march/application.html
http://www.eastfalls.jefferson.edu/catalog/Admissionsandfinancialaid/GraduateApplication/index.html

Application requirements, forms and instructions for international applicants:
http://www.eastfalls.jefferson.edu/catalog/Admissionsandfinancialaid/GraduateInternationalStudent.html

Requirements and forms for applying for financial aid and scholarships:
http://www.eastfalls.jefferson.edu/studentaccounts/tuitionAndFees/Graduate.html
http://www.philau.edu/financialaid/Graduate/index.html

Student Diversity Policy:
http://www.eastfalls.jefferson.edu/studenthandbook/2017-2018/diversity.html

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: Current students, prospective students, and the public have access to information and advice regarding financial aid opportunities. This information can be found on the Jefferson or CABE websites listed below.

The program provides access to information and advice for making decisions regarding financial aid at:
http://www.eastfalls.jefferson.edu/studentaccounts/tuitionAndFees/Graduate.html
http://www.philau.edu/financialaid/Graduate/index.html

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 at:
https://www.eastfalls.jefferson.edu/architectureandthebuiltenvironment/computerRequirements.html
http://www.eastfalls.jefferson.edu/oir/StudentPersonalTechnologySupport/ComputerPurchasing.html

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 required certification has been provided, via a URL link in the APR, in a letter signed by Mark A. Palladino, Director of Institutional Research for Jefferson.

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: A link to the NAAB ARS – Interim Progress Reports from 2015-2017 is included in the APR. These reports were required for the NAAB accredited B. Arch program. The APR indicates that the M. Arch will submit Interim Progress Reports after approval of Initial Accreditation, as required.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

N/A

Appendix 2. Team SPC Matrix

M.Arch — NAAB SPC MATRIX — 2014 Conditions

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 Architectural 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

M.Arch. Courses	Cross-listed B Arch. Courses	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5
MARCH-601 Intro to Design																											
MARCH-602 Intro to Vis.																											
MARCH-611 Design 1								X	X																		
MARCH-612 Design 2																											
SDN-622 Sustainable Des. Studio					X					X																	
MARCH-614 Design 4	312			X										X										X			
MARCH-615 Design 5	412		X	X		X			X	X		X	X			X	X	X			X	X					
MARCH-616 Design 6				X					X											X							
MARCH-621 Vis 1	208	X																									
MARCH-622 Vis 2	326	X																									
MARCH-631 History 1	205							X																			
MARCH-632 History 2	206																										
MARCH-633 History 3	305																										
MARCH-634 History 4	306																										
SDN-601 Princ & Methods of Sust. Des.																											
MSARC-631 Resarch Methods																				X							
MARCH-641 Technology 1	210																										
MARCH-642 Technology 2	212																X	X									
MARCH-643 Technology 3	313																	X									
MARCH-644 Technology 4	314					X									X		X										
MARCH-645 Technology 5	416													X													
MARCH-651 Structures 1	303																										
MARCH-652 Structures 2	304																										
MARCH-661 Professional Man.	503																							X		X	X

Appendix 3. The Visiting Team

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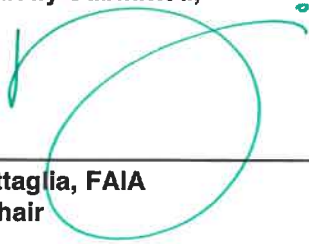kin.dubois@comcast.net

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V.   Report Signatures

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Catherine Wetzel
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