

**Southern Polytechnic State University
School of Architecture and Construction Management**

Visiting Team Report

Bachelor of Architecture (153 undergraduate credit hours)

The National Architectural Accrediting Board
19 March 2014

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings**1. Team Comments & Visit Summary**

The architecture program at SPSU occupies a leadership role as one of only two accredited public schools of architecture in Georgia, and the only five-year professional degree program in the state. This is a place that values an education balanced in theory and practice. With clear intent, the program provides a quality architecture education at a cost and in a time frame that respects the lives and resources of every student. Programs such as this are why SPSU enjoys the well-earned reputation of one of the best educational values in the country.

Although it was not an official part of the team's charge, the topic of "the merger" with Kennesaw State University was a part of almost every conversation during our visit to SPSU. It appears to this team that the School of Architecture and Construction Management is well positioned to be a significant, identifiable part of the new organization. With a reduction in enrollment during the past several years, the program has an incentive and space to increase enrollment and broaden its reach as a unique differentiator in the new "U." There is recognition that the program will continue to expand opportunities to attract and retain quality students and faculty.

The graduates from the earliest classes at SPSU are now firm leaders and growing into positions of leadership in firms, companies, and communities. During our time at SPSU, we found the dedication to student success to be motivating, positive, and unified. The investment and attention to student success and retention appears to be raising the stature and overall awareness of the program within the university and the profession. We found that the quality and diversity of the faculty also is designed to enhance the reputation of the school.

As the team observed the outcomes of the five-year Bachelor of Architecture program, we also found an energy within the program that suggests it is relevant and important to the university, the city of Marietta, and the state of Georgia. There is an entrepreneurial spirit among students and faculty that is gathering momentum as it broadens its view and reach through its interest in global issues and exploration of foreign cultures through travel abroad.

The team room was neatly organized to reflect the work of every course that contributes to the overall five-year architecture program at SPSU as we searched for evidence of compliance with the Conditions and Procedures required for accreditation. Only one project was presented in a digital format. Many of the policies and procedures related to the organization and operations were found online, and the APR did a good job of describing the history of the program and strategic planning in detail.

We also found our interaction with key stakeholders in the program—administrators at all levels of the university, faculty, alumni, and, of course, the students—to be important to our process, providing the team with the following insights:

University Administration:

The architecture program and the School of Architecture and Construction Management has support at the highest level of the university administration. President Rossbacher proudly highlights the school's unique service to students and to the state. She understands the importance and value of a vibrant architecture program as a true differentiator and jewel of the new "U."

College and School Administration:

The administration at the college and school, led by Dean Cole and Chair Rizzuto, is committed to the success of the students and has worked hard during tough economic years to minimize the negative impact to students. They are caring stewards of the program—willing to put themselves out there as torch-bearers and spear-catchers.

Faculty and Staff:

The faculty and staff are a diverse, dedicated, committed group that is supportive of each other and of the students they serve. While wearing multiple hats, faculty members are motivated to teach, share, and advise as they focus their energy on student success and a solid education in architecture, balanced in theory and practice.

Alumni:

There appears to be growing pride and support for the program by the alumni, which is manifested by their presence as mentors for students, as employers of graduates, and as funders of scholarships and grants. The relationship between the school and its alumni continues to grow stronger, particularly as graduates assume positions of leadership in their workplace. Alumni express appreciation for the education they received at SPSU, and they are proud of the students produced by SPSU.

Students:

The students form a tight community that supports one another, mentors one another and is very proud of their university and program. They are unified, confident, enthusiastic, and passionate. The high level of retention is testimony to the close relationship among students and between students, faculty, and staff. They exhibit leadership skills and appear to be prepared to successfully enter the profession.

There were, however, two SPCs that, in our judgment, were not met. We found that the evidence for Technical Documentation and for Comprehensive Design did not consistently rise to the full required level of “ability” and therefore were noted as conditions “not met.” The team requested supplemental material, and to the credit of the program, the additional work provided came closer to the intent of the SPC than that in the team room. In the end, however, the team chose to remain with the original assessment.

The team also identified several challenges going forward:

- a. Raising funds for the program in the face of shrinking state funding support.
- b. Making sure that there are funds to maintain equipment once it is purchased.
- c. Providing updated software and training for students for their course work and to help make them more marketable.
- d. Providing expanded hours of operation in the shop and print room.
- e. Providing expanded opportunities for study abroad.
- f. Increasing the connections and networking with alumni.
- g. Continuing to make improvements in advising services for students.
- h. Providing expanded opportunities for students to collaborate in interdisciplinary teams with fellow students from other programs.

Overall, the team believes that the program is poised for renewed growth, leveraging the positive impacts of the merger with Kennesaw State University, and increasing the potential power of expanded interdisciplinary collaboration and opportunities for study abroad.

2. Conditions Not Met

- A.4 Technical Documentation
- B.6 Comprehensive Design

3. Causes of Concern

A. Upper division student advising

Advising services, particularly in the first two years of the program, have improved with the addition of professional advising staff focused on those years. The team is concerned, however, that the assignment of advising duties to faculty members during the final three years of the program will reduce the service and momentum that is critical for success.

B. Alumni connection and records

As a relatively young program, the first graduates of the program are just now beginning to reach positions of leadership and influence in the profession. The lack of updated alumni records kept by the department and the university may hamper fundraising, marketing opportunities, internships, scholarship support and stronger ties between the program and the profession going forward.

C. Faculty/staff communication and coordination in the use of facilities

Facility improvements have been made since the last team visit, particularly in the area of the shops. There is concern, however, about the coordination of operating hours of the shops and other shared facilities used by large numbers of students at peak project times at the end of each semester. This is exacerbated by limited staff.

D. Growth and resulting faculty workload

A concern is observed that the merger and anticipated enrollment growth will increase the faculty's already heavy workload, making their jobs more difficult and outside work impossible.

4. Progress Since the Previous Site Visit (2008)

2004 Condition 6, Human Resources: *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Previous Team Report (2008): Although there has been a very positive improvement in the ratio of faculty to students (from 1:25 prior to 1:16 now) in studio courses, there has not been a concomitant increase in administrative support staff and information technology support staff.

2014 Visiting Team Assessment: Even though student enrollment has fallen from the relatively high enrollments of 2008 and 2009, there has been an effort to maintain resources for the program. This is manifested in several new staff resources provided to the program:

- a. The program employs a full-time shop manager to manage the day-to-day operations in the program's three buildings. He has restructured the operation and has overseen a substantial increase in person work hours and staff since January 2012.

- b. The program has developed an integrated approach to IT with the newly reorganized University IT Service, in which the program receives priority requests with regard to support.
- c. The program has three compensated coordinators, one for the first two years of the program, one for the upper-level portion, and one student advisor for upper-level students.
- d. The program has a professional advisor to coordinate overall efforts of faculty advising, with particular concentration on the first two years of the program.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

[X] The program has fulfilled this requirement for narrative and evidence

2014 Team Assessment: The history of the university and the School of Architecture and Construction Management is well documented in the APR. The architecture program at SPSU has its origins in a technically based teaching institution and is part of the University of Georgia system, achieving initial NAAB accreditation in 1995. It is one of three accredited programs in Georgia and the only five-year program in the state. The current organizational structure of the School of Architecture and Construction Management was established in 2011. It is an integral part of the larger university culture, and it contributes uniquely to the status of the university, building on its clearly stated vision, mission, values, commitment to professionalism and relationship with the architecture profession, a balance of theory and practice, and diversity in its student body, faculty, and learning environment. With the impending merger with Kennesaw State University, the architecture program is predicted to achieve college status within the expanded university context, and it will remain an identifiable entity contained entirely at the Marietta campus location (the larger KSU campus is about 10 miles away).

1.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2014 Team Assessment: The program has demonstrated in the APR that it provides a positive and respectful learning environment and a culturally rich environment and through the knowledge and

acceptance of the studio culture document by the student body evidenced in the student body meeting. The team observed faculty committed to student success and learning built upon SPSU's commitment to a balanced program in theory and practice. The learning environment is enhanced by recent improvements to one of the architecture buildings and expansion of shop areas. It is also enhanced by expanding opportunities for study abroad and in the U.S., as well as interdisciplinary study within the university.

The commitment to social equity is further observed in policy statements, as well as in the composition of the faculty, staff, and student body. The university maintains policies for Equal Opportunity, Affirmative Action, and Americans with Disabilities, and specific policies included in the "Policies and Practices in Support of Social Equity" are presented in the APR.

The faculty comprises persons from ten different nations, and the school follows the university's policies and procedures for achieving equity and diversity in faculty appointments and promotions. The university has an equity officer, who briefs search committees at the beginning of faculty searches.

1.1.3 Response to the Five Perspectives: *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2014 Team Assessment: The faculty, staff, and students of the program are responsive to this perspective. Although SPSU is a teaching university, the faculty maintains a high level of engagement in scholarship and creative work. The work of the faculty is evident not only in the faculty show but also in the team room through the work of the students. The faculty collaborates with other programs on interdisciplinary projects in areas as diverse as biology and computer game design. The school's engagement to the academic community goes beyond the university and into the lower levels of education. The Future City project and Science Olympiad are two examples of outreach to high and middle school students in the region that faculty and students support.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2014 Team Assessment: The program is responsive to this perspective and is evidenced in interactions with faculty and administration. The observed evidence confirms and runs parallel

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

with the written response in the APR. The team found evidence of strong student organizations within the school and student participation in university leadership opportunities. Increasingly, students are being afforded opportunities to study abroad and obtain more global perspective in architecture design and practice.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2014 Team Assessment: Evidence of this “met” condition was provided through Arch 5313 Professional Practice both through lectures and online resource materials. All students are exposed to IDP, ARE, and professional registration process at the start of each semester. The IDP coordinator position is led by an associate professor, registered architect, and current member of the AIA Georgia Board of Directors.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2014 Team Assessment: The SPSU Bachelor of Architecture program has demonstrated, through its graduates and current students that it is preparing students to take their place in a global society. The program’s earliest graduates are becoming firm leaders and are taking positions of leadership with firms, companies, and communities across the region. Within the current program, students are undertaking creative and collaborative projects, engaging in leadership positions at the university, and are contributing to strong student organizations, such as AIAS. Through course work, opportunities to study in other countries and around the U.S., students are increasingly aware of the different cultures, economic conditions, and social circumstances that will prepare them for effective and meaningful practice.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect’s obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2014 Team Assessment: The program actively prepares students throughout the curriculum to engage social issues through the built environment. The final year of the curriculum focuses the students to be engaged in the public good through the introduction of thesis topics in the ARCH 5593 – Thesis Prep course, with the development and application of those topics in ARCH 5999-R and ARCH 5999-T.

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

[X] The program's processes meet the standards as set by the NAAB.

2014 Team Assessment: The APR and online resources provide evidence of long-range planning through its "2012 SPSU Architecture Program Strategic Plan." The programs SWOT analysis was provided along with the "Self-Assessment Report." Initiatives taken in response to the SWOT analysis were also presented covering 11 different areas.

The 2012 Strategic Plan states these goals:

1. Raise the academic student profile for the architecture program
2. Increase the public's and the profession's awareness of the architecture program.
3. Increase the support for faculty success and development, including scholarship and academic achievement, in the architecture program.
4. Continue to improve processes and efficiencies of faculty governance and resources in the architecture program.
5. Increase resources within the architecture program.
6. Coordinate, support, and contribute to the university's Strategic Plan

The team found evidence that goals carry action steps and organizational structure that require the collection of data to monitor and assess progress on an ongoing basis to inform future planning.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2014 Team Assessment: The program provided information on the institutional and departmental requirements for self-assessment, which includes faculty, coordinator, and student assessments. The department requires that each class be assessed by faculty and coordinators at the end of each semester. The assessments, in the form of written reports, are cross-checked between coordinators and provide a regular avenue to make adjustments and developments to the program. Examples of these reports are provided in the course notebooks. An extensive strategic plan and SWOT analysis performed in 2012 are in the APR. The plan has provided a base for the current program to continue its pursuit of objectives and their relationships to the five perspectives.

PART ONE (I): SECTION 2 – RESOURCES**I.2.1 Human Resources & Human Resource Development:**

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2014 Team Assessment: The program has provided information through online sources and through supplemental documents in the team room that the human resources and human resource development are adequate to the program. An IDP education coordinator is in place and provides a bi-semester information session with students along with individual advisement and support.

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

[X] Human Resources (Students) are adequate for the program

2014 Team Assessment: The program well documents the student admissions policies and procedures on the university website. The commitment to student achievement both inside and outside the classroom is evidenced in the field trip programs, student organization participation and leadership opportunities, and extracurricular educational projects offered by SPSU and demonstrated in the APR and conversations with administration and faculty.

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

2014 Team Assessment: The program provided an organizational chart showing the administrative structure of the program with a narrative describing the responsibilities of the staff.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2014 Team Assessment: The program provided an organizational chart along with descriptions of faculty and student committees in which faculty, staff, and students are involved with institutional governance.

1.2.3 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.*

[X] Physical Resources are adequate for the program

2014 Team Assessment: The program is spread among three buildings on campus. The newest buildings were constructed in 2002 and 2010, and renovations of the oldest building were completed in 2014. The space is adequate for the program size and needs. Though students are spread across three buildings, there is unity and cooperation among students to effectively utilize space, tools and technology resources.

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2014 Team Assessment: The program has demonstrated that it has the resources to support student learning and therefore, this is met. Despite a downturn in enrollment over the last several years, the program has maintained its faculty and has enhanced its resources in advising, shops and IT support and physical facilities. Going forward, in the context of its merger with Kennesaw State University, the School of Architecture and Construction Management will become a college, which brings with it additional staff resources, including development and marketing expertise.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and

develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program

2014 Team Assessment: The architecture library is located in the L.V. Johnson Library on campus. The architecture collection includes approximately 6,000 volumes with online to access to over 10 million volumes held in the University System of Georgia. Book transfers maybe requested and delivered to the SPSU campus. Students have access to other local research university libraries.

PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
 - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
 - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical reports were provided and provide the appropriate information

2014 Team Assessment: The program has provided the appropriate statistical reports with the appropriate information.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

Evaluation Program Report and Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2014 Team Assessment: The team found evidence that SPSU has provided copies of annual reports since 2008.

1.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2014 Team Assessment: The faculty is adequately prepared to provide an architecture education as demonstrated by means of the résumés, academic achievements, professional licensures, and scholarly work described in the APR, as well as the faculty exhibit at the time of the visit.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2014 Team Assessment: All architecture program as well as university policies were provided on the university web site, www.SPSU.edu. The architecture program's 2012 strategic plan and academic plan were presented there as well.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM**PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA**

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

2014 Team Assessment: Communication Skills are met. Evidence of the ability to read and write is found in Arch. 5593: Thesis Prep courses taught by Durham Crout, Ph.D., AIA, Elizabeth Martin, and Ermal Shpuza, Ph.D through the examples of student iterative and final thesis proposals. Evidence of the ability to speak and listen effectively is found in observations of informal studio critiques.

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

2014 Team Assessment: The ability is met through evidence clearly defined within the sequence of projects in ARCH 3011 Architecture Studio I and ARCH 3012 Architecture Studio II.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2014 Team Assessment: The ability to use appropriate representational media is met, based on evidence found in DFN 2242, ARCH 4013, and ARCH 4014, which include a range of media, including hand drawings and sketches, physical models, and computer-generated images and presentations.

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

[X] Not Met

2014 Team Assessment: While evidence of “ability” was found for technical drawings and physical models in Arch. 4224, 4014, 3012; there was a lack of evidence in meeting the “ability” to write outline specifications. The SPC is, therefore, not met.

- A.5. Investigative Skills: *Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

[X] Met

2014 Team Assessment: The Investigative Skills performance criterion is met. The abilities required are evidenced in the thesis sequence, with the abilities to gather, assess, and record information provided in ARCH 5593: Thesis Prep and ARCH 5999-R: Thesis Research and the abilities to apply and comparatively evaluate relevant information provided in ARCH 5999-T: Thesis Studio. This ability is demonstrated through numerous student theses.

- A. 6. Fundamental Design Skills: *Ability* to effectively use basic architectural and environmental principles in design.**

[X] Met

2014 Team Assessment: The ability to use fundamental design skills is evident throughout the curriculum and meets the criterion. The sequencing of projects from DFN 1001 Design Foundation Studio I through DFN 2004 Design Foundation Studio IV design foundation courses are very effective in demonstrating the core design skills of the program.

- A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

2014 Team Assessment: There are various examples of evidence of the “ability” to use precedents and incorporation of the principles in projects. Evidence was found in Arch 3313 and DFN 2003.

- A. 8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

2014 Team Assessment: The understanding of the fundamentals of ordering systems has been met through the work shown in the projects developed in DFN 1001 Design Foundation Studio I and DFN 1002 Design Foundation Studio II. The combining of the formal nine square grid exercise and phenomenal texture exercise is to be commended as a demonstration of the use of both ordering systems in a final project.

- A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

2014 Team Assessment: The understanding of different cultures and historical traditions is met, based on evidence found in DFN 1111, Architectural Culture I, and ARCH 4114, Architectural Culture IV, which include cultures and traditions across the globe and across history.

- A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

2014 Team Assessment: The Cultural Diversity student performance criterion is met, and evidence is found in ARCH 4013: Urban Lab, particularly in the student analysis work from the sections of Mine Hashas, PhD and Ermal Shpuza, PhD. Further evidence is also found in Hashas's syllabus, which includes a demographics resources list and a list of underutilized demographics categories.

- A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

2014 Team Assessment: The understanding of the role of applied research has been met through the work in ARCH 3314 Environmental Technology III and ARCH 5999T – Thesis Studio.

Realm A. General Team Commentary: The program has its core values and curriculum centered on the criteria based within the realm of critical thinking and representation. There is a clear and energetic thread from the first year through to the fifth year thesis projects that ideas are not only represented in both graphic and model form, but can be generated, researched, and explored through various communicative modes. The work presented in the design foundation courses shows a breath of different design processes that engage students into a critical way of thinking. The cultural diversity of both the faculty and the students is evident in the work, and is an impacting factor and strength of the program.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.***

[X] Met

2014 Team Assessment: The ability to prepare a comprehensive program has been met with distinction. Evidence of the ability to prepare an assessment of client and user needs including an inventory of space requirements and analysis of site conditions is met in the comprehensive project for ARCH 4014. The program, parti, and site analysis diagrams from the exhibited presentations of all passing levels are particularly strong in this 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.***

[X] Met

2014 Team Assessment: The ability to design sites and facilities that are accessible is met, based on evidence found in ARCH 3012, Architectural Studio II, and ARCH 4224, Environmental Technology IV. These include a series of exercises and resulting drawings that demonstrate the ability across a variety of site conditions and building configurations.

- B. 3. Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.***

[X] Met

2014 Team Assessment: The sustainability performance factor is met, and evidence can be found in ARCH 3012 and ARCH 3313. The examples of spring third-year studio work provide evidence of ability to reduce the environmental impact of building operations with their use of strong daylighting and shading strategies. The use of the heliodon and computer programs on study models for sun studies is particularly effective. The study of numerous sustainable precedents in the studio and environmental tech course enhances this ability.

- B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

[X] Met

2014 Team Assessment: Studio projects in Arch 4013 and Arch 4014 provide good examples of the “ability” to respond to site characteristics in the development of a project design.

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

[X] Met

2014 Team Assessment: Evidence to support the “met” condition was found consistently in various projects under Arch 3012 and Arch 4224.

- 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.8. Environmental Systems

**A.9. Historical Traditions and
Global Culture**

B.9. Structural Systems

B.5. Life Safety

[X] Not Met

2014 Team Assessment: The evidence of comprehensive design demonstrating the integration of the SPCs listed did not consistently rise to the level of “ability.” Further, projects presented in the team room reflected varied comprehension from section to section. Therefore, this SPC is not met.

- B. 7. Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

2014 Team Assessment: Evidence to support the “met” condition was found primarily in course Arch. 4411 and secondary Arch 5313.

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems’ design such as embodied energy, active and passive heating and cooling, indoor air**

quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Met

2014 Team Assessment: The understanding of the principles of environmental systems has been met in the courses of ARCH 3313: Environmental Technology II Human Comfort and HVAC and ARCH 3314: Environmental Technology III: Lighting, Electrical, Acoustics, and Vertical Circulation.

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Met

2014 Team Assessment: The understanding of structural systems is met, based on evidence found in ARCH 3211, Architectural Structures II and ARCH 3122, Architectural Structures III, which include a curriculum in reinforced concrete, steel and wood.

B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2014 Team Assessment: Evidence to support the “understanding” of this area was demonstrated through the work in Arch 3313 and Arch 3314. Further applications of these principles were also found in the 3rd year studio work of Arch 3012 through drawings and physical models.

B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

[X] Met

2014 Team Assessment: Individual building service systems are presented in courses ARCH 3313, Environmental Technology II (HVAC) and ARCH 3314, Environmental Technology III (Electrical, Acoustics, and Vertical Transportation), and it is graphically displayed in work in ARCH 4014 Architectural Studio IV. This criterion is, therefore, met.

B. 12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

[X] Met

2014 Team Assessment: The understanding of building materials and assemblies integration is met through the work in DFN 2311: Environmental Technology I: Systems Selection and Materials.

Realm B. General Team Commentary: The student achievement in each individual element of Realm B is strong. Their success in the Pre-Design, Life Safety, and Building Materials and Assemblies Integration criteria is noted with high merit. However, there is a gap in the students' aptitude to apply and integrate these separate abilities and understandings into one comprehensive project, a vital skill for professional success. Improvements and additions to the comprehensive studio project would be beneficial to the students' development.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

[X] Met

2014 Team Assessment: The criterion is met due to the evidence provided that the students' work in both collaborative and multidisciplinary teams. The students work in research teams that provide information to both studio projects and system courses within the ARCH 4013 Architectural Studio III – Urban Studio and ARCH 3314 Environmental Technology III: lighting, Electrical, Acoustics, Vertical Circulation courses.

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

[X] Met

2014 Team Assessment: The Human Behavior performance criterion is met with distinction and is evidenced in ARCH 4013: Urban Lab, which puts a focus on human behavior in urban settings. The evidence is realized in the exhibited presentations as well as in examples provided in the course binder. The high pass example from Mine Hashas's section is particularly strong.

C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

[X] Met

2014 Team Assessment: Evidence to support the "understanding" of this area was clearly demonstrated through the variety of work found in Arch. 5313.

- C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

2014 Team Assessment: Evidence to support the “understanding” of this area was clearly demonstrated through the variety of work found in Arch 5313 and Arch 4411.

- C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

2014 Team Assessment: Evidence to support the “understanding” of this area was clearly demonstrated through the variety of work found in Arch 5313.

- C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

2014 Team Assessment: Evidence of understanding the elements of leadership are contained in ARCH 5313, Professional Practice, ARCH 3012, Architectural Studio II, and ARCH 3314, Environmental Technology III. In addition, SPSU provides multiple opportunities for students to take leadership roles in student organizations and campus activities. Further, through AIAS and Alpha Rho Chi, the student body maintains an active mentoring program, where senior students mentor junior students. This SPC is, therefore, met.

- C. 7. Legal Responsibilities: *Understanding* of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.**

[X] Met

2014 Team Assessment: The understanding of the architect’s legal responsibilities are met by ARCH 5313, Professional Practice.

- C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.**

[X] Met

2014 Team Assessment: The understanding of the architect’s ethics and professional judgment are met by ARCH 5313, Professional Practice.

- C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

2014 Team Assessment: This performance criterion is met and evidenced through the studio projects required of all students in ARCH 4013: Urban Studio, which required an understanding of public interest and respect for historic resources to improve quality of life.

Realm C. General Team Commentary: Student achievement in this realm is, for the most part, well met. Student understanding of human behavior attained in the urban lab studio is an example of excellence in Realm C. Excellence in student leadership is evident in the program as well; however, the curriculum could better supplement extracurricular lessons in leadership. The addition of lessons on the skills and techniques of leadership would be advantageous for their professional practice education. In addition, the program is encouraged to expand its interdisciplinary projects beyond the biology department, the computer game design department, and with the university's construction management and/or civil engineering programs.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2014 Team Assessment: SPSU is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (SACS), as of December 2010. A letter from SACS to SPSU President Rossbacher, dated January 7, 2011, is contained in the APR.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2014 Team Assessment: The school offers a 5-year Bachelor of Architecture degree (153 semester credit hours). Evidence of this degree program is provided through the SAC Commission on Colleges' letter of Jan. 7, 2011, the published "public information statement" and outline of degree track and curriculum options.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2014 Team Assessment: The criterion has been met. The curriculum review process is described in the APR as an integrated process between individual faculty, coordinators, and curriculum committees. The committees include faculty who are licensed, practicing architects.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that 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. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2014 Team Assessment: The evaluation and assessment of transfer students into the professional program to meet the SPC have been met. The program evaluates each student through criteria posted on its website by a committee of faculty. The faculty evaluates the work through a portfolio and syllabi review. The evaluation and assessment is documented and placed within the student's admission and advising files.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2014 Team Assessment: The statement on NAAB-Accredited Degrees is found on the program's webpage under the tab "NAAB."

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2014 Team Assessment: Links for the NAAB Conditions and Procedure documents exist under the 'NAAB tab on the program's webpage.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2014 Team Assessment: Links to these Career Development Information websites are available on the program's website under the tab "NAAB."

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 available to the public:

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2014 Team Assessment: Public access to APRs and VTRs is provided on the program's webpage under the tab "NAAB."

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education.

Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2014 Team Assessment: The ARE pass rates are provided on the program's website under the tab "NAAB."

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Southern Polytechnic State University, APR, pp. 1-2

B. History and Mission of the Program (I.1.1)

Reference Southern Polytechnic State University, APR, pp. 2-5

C. Long-Range Planning (I.1.4)

Reference Southern Polytechnic State University, APR, pp. 20-24

D. Self-Assessment (I.1.5)

Reference Southern Polytechnic State University, APR, pp. 25-33

2. Conditions Met with Distinction

A.6 Fundamental Design Skills

The ability to use fundamental design skills is evident throughout the curriculum. The design foundation courses are very effective in developing the core design skills of the program.

B.1 Pre-Design

The student body is skilled and accomplished in Pre-Design due to the emphasis placed on investigation and analysis in their studio courses, especially in ARCH 4014.

B.5 Life Safety

A strong emphasis of life safety principles was found in a variety of courses, lectures, assignments, and design studios. Good examples of code plan review work sheets, international codes analysis, and life safety codes analysis were presented.

B.9 Structural Systems

The understanding of structural forces and the design of systems and components in multiple materials are well done in Structures I, II, and III.

B.12 Building Materials and Assemblies Integration

The projects developed in the second-year studio, in combination with the environmental technology course, are a good demonstration of the ability to combine design and technical skills into an introductory curriculum.

C.2 Human Behavior

The profound understanding of human behavior the student body possesses is a result of the weight put on the concept in the urban lab studio.

3. The Visiting Team

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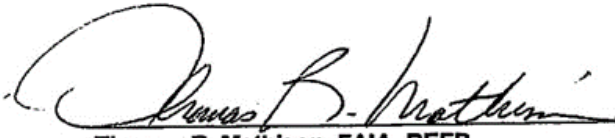
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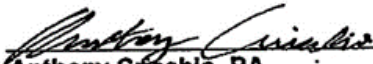
IV. Report Signatures

Respectfully Submitted,



Thomas R. Mathison, FAIA, REFP
Team Chair

Representing the AIA



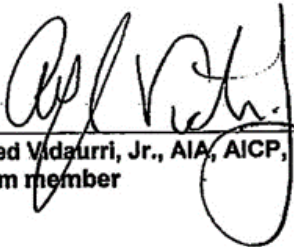
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Program Response to the Final Draft Visiting Team Report

The Department of Architecture at SPSU would like to express appreciation for the suggestions and recommendations made by members of the NAAB Team during the 2014 visit. We view the NAAB visit as an opportunity to garner outside feedback and critique as a precursor to self-assessment and advancement.

As per the NAAB request we offer the following identification of errors or misunderstanding presented in the VTR and actions taken in response to recommendations made by the NAAB Team during their visit.

IDENTIFICATION OF ERRORS OF FACT

I.1. Identified Challenges

- b. Making sure that there are funds to maintain equipment once purchased.

Response:

Budgeting is always a challenge but the department believes that this is not a major problem at this time. The Department of Architecture has a dedicated budget for equipment purchase and maintenance that covers the wood shop, digital lab and media resource center. Given the much of the equipment is less than 6 years old we are only now able to fully assess the long-term maintenance costs. It should be noted that the current budget was sufficient to cover all repairs and replacements for wood shop equipment (including a new table saw), replace three laser cutters and purchase \$10,000 worth of new equipment. Thus at this time this area of the budget is not a serious challenge.

- d. Providing expanded hours of operation in the shop and print room.

Response:

Please note the times of operations and number of staff currently employed in these areas. While there can always be an argument made for extended hours of operation the current 90 hours between the two shops does provide ample access.

**Arch Woodshop and Digital Fabrication
Hours of operation Fall and Spring Semesters**

Building N Shop

8:00 AM to 10:00 PM Mon – Fri.
(70 hours/week)

Building I1 Shop – proposed

4:00 PM – 9:00 PM Mon. – Thur.
(20 Hours/week)

Staff	Hours (Monday – Friday)	Location
Dave Peeples	10:00 AM to 6:00 PM (M-F)	Building N Shop
Kevin Muthersbough	8:00 AM to 4:00 PM (M-F)	Building N Shop
Alex Pung	6:00 PM to 10:00 PM (M-F)	Building N Shop
New hire (Perm/Part time)	4:00 PM to 9:00 PM (M-Th)	Building i1 Shop

1.3 Causes of Concern

A. Upper division student advising.

Response:

It should be noted that academic advising is a part of the job description of all faculty at the university. In the recent past the architecture faculty have not been assigned this task. The Department of Architecture currently employs the services of the ACM professional advisor Mary Neely to provide primary registration advising to the lower division students and incoming transfer students and Professor Peter Pittman receives a stipend for providing primary registration advising for the upper division students, especially related to registration, GPA, and transcript issues as well as graduation petitions. The faculty will serve only as academic advisors responsible for 20-22 students only.

This section of the team report states, "With the impending merger with Kennesaw State University, and the potential for increased faculty workloads, the ability for faculty to perform advising services may be compromised."

Response: There is no anticipation that faculty workloads will increase. In fact, workloads at Kennesaw State University are lower than SPSU's, in general.

D. Growth and resulting faculty workload.

Response:

Faculty workload is set at a prescribed workload based on credit hours and contact hours. There is no anticipation that this will change. Current standard class enrollment ranges (20-30 for lecture course and 12-16 for studios) are also not expected to change. Because of the current dip in overall student enrollment in the program we are running lectures with 15-22 students and studios with 10-13 students falling in the lower end of the range expected. The current student faculty ratio is 16:1. Any significant increase in student enrollment would be compensated by the addition of adjunct faculty.

II. I 2014 team assessment

"The current organizational structure of the school of architecture and construction management was established in 2011."

Response: Prior to 2011, the architecture program was one of three departments in the School of Architecture, Construction Management and Civil Engineering Technology. Civil Engineering Technology was reassigned to a different SPSU school and the architecture program remained one of two programs within the newly named School of Architecture and Construction Management. There were no detrimental effects of the change and, in fact, the change was positive for the affected programs with regard to management, budgets, resources and governance.

1.1 Identity and Self-Assessment

2014 Team Assessment:

“ . . . With the impending merger with Kennesaw State University, the architecture program is predicted to achieve college status within the expanded university context, and it will remain an identifiable entity contained entirely at the Marietta campus locations (the larger KSU campus is about 10 miles away.”

1.2.4 Financial Resources

2014 Team Assessment:

“ . . . Going forward, in the context of its merger with Kennesaw State University, the School of Architecture and Construction Management is planned to become a college, which brings with it additional staff resources, including development and marketing expertise.”

Response:

The new organizational chart for the new U has been made public and we can confirm the new U will include the College of Architecture and Construction Management and it will remain on the Marietta Campus in its current buildings. In this new model the College will be assigned specific personnel to handle alumni relations and fundraising.

1.4 Progress Since the Previous Site Visit (2008)

The visiting Team Assessment with regard to the previous team report of 2008 states, "The program has two compensated coordinators, one for the first two years of the program and one for the upper-level portion."

Response:

The program has three paid coordinator positions. Two coordinator positions are as stated in the visiting team's assessment and another, the full academic year student advisor for the upper-level of the program.

Part Two

II.1.1

Realm C. General Team Commentary:

“Student achievement in this realm is, for the most part, well met. Student understanding of human behavior attained in the urban lab studio is an example of excellence in Realm C. Excellence in student leadership is evident in the program as well; however, the curriculum could better supplement extracurricular lessons in leadership. The addition of lessons on the skills and techniques of leadership would be advantageous for their professional practice education. In addition, the program is encouraged to expand its interdisciplinary projects beyond the biology department and with the university’s construction management and /or civil engineering programs.”

Response:

It should be noted that the program also has extensive interdisciplinary projects with the Computer Game Design Department in the College of Computer Software and Engineering.

ACTIONS IN RESPONSE TO THE VTR AND NAAB TEAM RECOMMENDATIONS

Part One

I.1. Identified Challenges

- c. Providing updated software and training for students for their course work and to help make them more marketable.

Response:

The Department of Architecture is currently finalizing the hiring of two new faculty whose charge it is to reconstruct the Design Communication core sequence to specifically address this concern. The new faculty are highly experienced in integrating cutting edge software into the design studios. We are also in the process of updating the software licenses and purchasing new software for this challenge.

Part Two

II.1.1

A.4 Technical Documentation-

“While evidence of ‘ability’ was found for technical drawings and physical models in ARCH 4224, 4014 3012; there was a lack of evidence in meeting the ‘Ability’ to write outline specifications. The SPC is therefore not met.”

Response:

With the relocation of the ARCH 4013 Comprehensive Studio to the fall semester it will now be possible to pull this project into the spring course ARCH 4224 Pro Practice I Codes & Technical Documentation where code analysis, technical documentation and spec writing can be applied to the student’s comprehensive design project. This will assist the program moving forward with suggests made by the Team for improving the concern raised.

An integral part of the program’s professional practice and ethics course is the emphasis on role of specifications with regard to legality, shaping practice and even ethical concerns (wise and prudent use of physical and human resources). In general, there has been the acknowledgement and agreement amongst faculty (many of whom are practitioners) that at the university level, the role of specifications is a crucial foundation to specification writing and that technical expertise in authoring specifications will require professional experience and close integration with the IDP program. The program will continue their present emphasis and add more technical documentation. This is easily accomplished.

B.6 Comprehensive Design:

“The evidence of comprehensive design demonstrating the integration of the SPC’s listed did not consistently rise to the level of ‘Ability’. Further, projects presented in the team room reflected varied comprehension from section to section. Therefore, this SPC is not met.”

General Team Commentary on Realm B

“The student achievement in each individual element of Realm B is strong. Their success in the Pre-Design, Life Safety, and building Materials and Assemblies Integration criteria is noted with high merit. However, there is a gap in the student’s aptitude to apply and integrate these separate abilities and understandings into one comprehensive project, a vital skill for professional success. Improvements and additions to the comprehensive studio project would be beneficial to the students’ development.”

Response:

Based on the recommendations of the NAAB Team the program is making the following adjustments:

- Relocating ARCH 4013 to the fall semester where it will now follow the two 3rd year studios that focus on the individual components of Comprehensive Design. We think this will enhance the continuity of thought in the overall area of Realm B and improve integration aptitude.
- The scale of the comprehensive studio project will be reduced from a complex program high-rise to a midrise with simpler programs so that more emphasis can be placed on integration of the required SPCs.
- As noted above the shift in semester for Comprehensive studio will allow us to use that project in ARCH 4224 Pro Practice I Codes and Technical Documentation where code analysis, technical documentation and spec writing exercises can be applied to it, It can also be used in the ARCH 5412 Pro Practice II Design Cost Control. This would produce a set of documents for a given project that follows the design process from pre-design through technical documentation, spec writing and cost analysis.
- As an observation from the program, at our last reaccreditation visit in 2008, the projects displayed in the team room indicated extensive graphics and accompanying narratives to more clearly articulate the compliance with comprehensive design. Based on conversations with the 2008 visiting team, the program decided to deemphasize the accompanying informational graphics, delineation (with graphic arrows, surrounding boxes, and like elements) for a more conventional, standard presentation of conventional presentation drawings and models. The program believes, retrospectively, that more delineation, articulation and graphic identification of those design features supporting comprehensive design would have been helpful to more clearly point to compliance evidence. In summary, the program will return to placing sufficient graphic identification of comprehensive design evidence.