

**Pennsylvania State University
Department of Architecture**

Visiting Team Report

Bachelor of Architecture (162 undergraduate credit hours)

The National Architectural Accrediting Board
26 February 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 Pennsylvania State University provides an exemplary and well-rounded education. The professional preparation and design education that students receive are of the highest caliber. Faculty, staff, and students enjoy extraordinary facilities and resources within the Stuckeman Family building. The first-year design-build experience, Study Abroad in Rome, fifth-year thesis, and the option to participate in the multidisciplinary Integrated Project Delivery Studio are examples of some of the many exceptional opportunities for student growth and development.

The Stuckeman endowment has made many of these conditions and opportunities possible, and serves as a continuing provocation for further expansion of the program's visibility, ambition, and influence that the team feels have not yet been fully realized. Challenges are being addressed related to significant change and instability in departmental and school leadership and governance. The program's current department head, Mehrdad Hadighi, has brought a much-needed element of stability, transparency, and trust to the department, and it is hoped that the successful conclusion of the current search for the new school director / associate dean will add to this sense of a stable and supportive administrative structure.

The recently reviewed candidacy for the new graduate M. Arch program is viewed by the visiting team as a very positive development, particularly as it relates to anticipated expansion of advanced elective offerings for all students in the program, and accelerated research opportunities and activities for students and faculty.

The Center for Design Computing and the Hamer Community Design Center are seen currently as under-utilized resources that point to the most obvious area of latent but as yet unrealized potential made possible by the Stuckeman endowment. The team is optimistic that as with other aspects of positive change within the school, these two will receive focused attention and activation in the coming years.

The existing opportunities for multidisciplinary collaboration in research and teaching between the architecture and landscape architecture departments remain one of the central goals of the endowment that remain least fully realized in the curriculum and research activities of the program. The extensive reference to goals along these lines in the department and school strategic planning documents are exciting and from the standpoint of the team, very much in reach. We encourage the program to prioritize options for students in the architecture program to engage with landscape architecture faculty and students in as many venues as possible to achieve excellence for all constituents within the School of Architecture and Landscape Architecture.

2. Conditions Not Met

II.1.1 Student Performance Criteria

- C. 1. Collaboration, specifically "multidisciplinary collaboration" within the required core.

3. Causes of Concern

- A. Administrative Structure & Governance: There are communication issues between the Department of Architecture and the College of Arts and Architecture. This could be disruptive to the overall mission of the Department of Architecture if not addressed productively.
- B. Diversity: Efforts to increase student and faculty diversity have been made and must be an ongoing initiative.
- C. Digital Technology: Conventional skills in digital representation are evident. The Beehive student initiative to augment digital currency is laudable; however, the presence of cutting-edge digital technologies are not integrated into the required core nor seen as a priority for the program. Exposure to and mastery of versatile digital technology is a necessary capability during educational preparation and for future professional occupation.
- D. SPC B.3. Sustainability: While other sustainable topics are addressed in great depth, sustainability that concerns material selection in regard to life-cycle analysis, embodied energy, and resource reuse could be improved.
- E. SPC B.6. Comprehensive Design: While the visiting team appreciates opportunities for collaboration for various points in the curriculum, it finds cause for concern regarding the decision to structure collaborative work within the Comprehensive Design Studio. This is the dedicated place in the curriculum where individuals must demonstrate ability in the integration of a number of key aspects of architectural and professional competency.
- F. SPC C.2. Human Behavior: This criteria is not strongly evidenced in the body of student work.

4. Progress Since the Previous Site Visit (2008)

Not Applicable. There were no Not Met Conditions or Criterion reported from the program's 2008 visit.

II. Compliance with the Conditions for Accreditation

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

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 APR is well developed in its description of the history and mission. The APR provides a complete description of the history of the institution, the college, the school and the department. It also describes the mission and culture in the contemporary context.

The administrative units are described thoroughly, as are the benefits from and the synergies with the other levels of the university as a whole.

The program describes well the course of study and learning experiences.

The APR provides evidence of all history and mission-related issues.

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: Documentation of the Stuckeman School of Architecture and Landscape Architecture (SALA) Studio Culture Policy can be found on its website, and both the faculty and students are aware of its contents. There is an evidenced respect for the value of learning and for a diversity of ideas in the ways in which the faculty speak of other faculty work, range of student work presented, positive descriptions of the studio environment, and respect for the exploration of design that is voiced by the students. Students are exposed to a range of teaching styles but all with a strong student-centered learning pedagogy. The studio culture is both positive and valued.

Social equity is addressed on two fronts: efforts undertaken by Pennsylvania State University (PSU) initiatives and policies of the SALA. Through the work of PSU Office of the Vice President for Educational Equity, PSU offers provisions and assistance for a wide range of students to ensure diversity of opportunity and ability. These include the College Assistance Migrant Program, Educational Opportunity Center, Multicultural Resource Center Office for Disability Services, Office for Veteran Programs, Student Support Services Program, Talent Search through the US Department of Education TRIO program, Upward Bound, and various commissions for equity, LGBT, racial/ethnic diversity, and women. First-year student admissions are controlled at the university level, not the school level at PSU, and the student demographic statistics of racial diversity have improved from 2007 to 2012.

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 make significant and continued contributions to the institution in the areas of scholarship, community engagement, service, and teaching. A significant increase in the number of peer-reviewed publications being produced by the faculty of the Department of Architecture was noted since the last accreditation. The school is positioning the Center for Design Computing and the Hamer Center for Community Design research centers for more aggressively pursuing funded research and community engagement initiatives. The initiation of the professional M. Arch and Ph.D. programs in architecture are similarly motivated in part by a need to build a stronger infrastructure to support ambitious research initiatives within the department and the school. Opportunities for the development of online learning courses to offer to the university student population and beyond could be pursued more actively by the department of architecture.

- 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.

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

2014 Team Assessment: Students graduating from the Bachelor of Architecture program are well equipped to enter the profession and actively contribute to the larger architectural discourse. This is observed through a framework of courses that explore theory in tandem with design studios that expand the traditional definition of architecture while building a foundation of exploration starting in the first year. As students progress through the program, further emphasis on a variety of architectural typologies and scales is evident. The required study abroad in Rome in the fourth year demonstrates a commitment to immersive cultural experience. The visiting team sees a tremendous opportunity to expand upon this unique attribute to further encourage student exploration in design work. It is not completely clear how the work abroad contributes to the continuing development of the students upon their return to the Penn State campus. Professional preparedness is clearly an underlying thread that ties the program together and is evidenced in high ARE pass rates.

- 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: The NAAB team found great pleasure in meeting with the administration, faculty, staff, and particularly students in the Department of Architecture at PSU. Students are afforded immense professional opportunity resulting from an insightful and well directed administration, a wide variety of professional and well trained faculty, and a competent staff. The faculty and students genuinely respect each other with full and ready access not only during lecture and studio courses but also outside structured time.

One of the primary goals of the Bachelor of Architecture program is to equip students with the knowledge, understanding and desire to continue growth toward professional licensure after graduation. This curriculum is structured to result in a professional architecture degree, one of the first milestones toward this significant step of becoming a licensed architect. The team enjoyed the energy of the students as they were very positive and encouraging toward their own success. Most, if not all, hands went up when the question was asked, "How many of you are planning to become a licensed Architect?" The professional practice course, comprehensive design studios, and many of the other courses are designed to help students understand and meet this licensing requirement.

While the desire to become an architect was strong, not all were entirely knowledgeable of the process. Within the realm of professional development, most of the students were aware of the necessity of taking "an examination" (the Architects Registration Examination) but knew little about it. Some of the students were aware of the Intern Development Program (IDP), but many did not know about the process of working with NCARB to establish an IDP record. Students would benefit from continual encouragement regarding their professional development toward future licensing.

- 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 Bachelor of Architecture program adequately prepares students to practice within the profession of architecture understanding the role of a professional and his/her responsibilities. It also fosters the ability to advocate for design-based solutions integrating the various and sometimes competing elements. Some elements of the program are quite strong, including the investigation and development of design thinking skills; however, exposure to the professional practice of architecture could be strengthened through more exposure to practitioners.

- 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: Evidence is provided through the APR and in work demonstrated throughout the display that the program is committed to the importance of Architectural Education and the Public Good. In general, design projects provided from third year on engage the students in projects in urban settings that address the challenges inherent in our society.

Other evidence of educating the student in the importance of the architect's role in society is provided in the course work of ARCH 451 Architectural Professional Practice.

The fifth-year thesis encourages students to tackle an issue of public consequence. It is apparent from a number of the projects exhibited that the students understand their role in society and are able to author a trajectory of research culminating in an architectural project that explores their thesis proposition.

Amid the challenges of a rural campus the program attempts to expose students to the greater global community by bringing in visiting lecturers as well as making trips to various urban environments. International faculty provides a worldly perspective. Faculty has been recruited widely in order to bring a more worldly view to the student body.

While there are few professionals in the immediate region to draw into the studios, finding a way to draw more professionals to the school would be beneficial.

Evidence of working within the community occurs in the first year with the student design-build project. Relative to providing the opportunity for further community engagement within the school the program has the opportunity to develop a stronger outreach commitment through the Hamer Center for Community Design.

1.1.4 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: Completion of annual statistical reports submitted to the NAAB by the program, and a robust strategic planning process at the school, college, and university levels, show evidence of the program's processes with respect to data-collection and long-range planning.

The visiting team was provided with strategic plans for the period 2008-2013 for the College of Arts and Architecture, the Stuckeman School of Architecture and Landscape Architecture, and the Department of Architecture. There has been significant progress on a number of goals and strategies articulated in these documents collectively. Some are worthy of specific note, as follows.

Curriculum

- The school is well on the way to achieving the goal of instituting a preprofessional M. Arch program, having recently conducted a NAAB candidacy review in fall 2013.
- To achieve the curricular flexibility needed to enable cross-disciplinary educational opportunities for architecture and landscape architecture students, the school has successfully relocated the comprehensive studio from the fifth to the fourth year to create opportunities for advanced level design option studios on a range of topic areas to take place. While this is a transitional moment with some student cohorts following the former curriculum, it is clear that this change will significantly enhance opportunities for self-determination and specialization on the part of students in the fifth year – be it in the area of collaboration with other disciplines, or other specialized topic areas.
- The highly successful and externally recognized Integrated Practice Delivery Studio has become a standing offering in the curriculum for architecture, landscape architecture, and architectural engineering students. It is the visiting team's observation that the program's students and faculty would benefit by finding ways of increasing the number of architecture students who have access to this exciting educational opportunity.

School Governance

Following a generous gift from architecture alumnus Cal Stuckeman that created the Stuckeman School of Architecture and Landscape Architecture, the newly formed school has worked to establish a clear and productive governance structure that engages the students, faculty, and staff in advancing their shared mission. This goal has presented a significant challenge and a fairly high degree of turnover and instability in leadership positions within the school and departments since the last accreditation review. However, some significant achievements in establishing and stabilizing the new governance structure have been made.

- SALA has defined the organizational structure of the school and the duties of key administrative personnel.
- The school has created a SALA constitution and bylaws for standing committees, membership, voting rights, etc.
- A SALA Council has been established as the key consultative and advisory body of the school.
- The department head is a very successful leader by all accounts and has served as a stabilizing influence not only within the department but also within the school.
- The position description for the director of the School of Architecture and Landscape Architecture and associate dean of the College of Arts and Architecture has been created and approved by school faculty, department heads, and the dean.
- A search is currently under way for a permanent director of the School of Architecture and Landscape Architecture and associate dean of the College of Arts and Architecture.

Diversity

The School of Architecture and Landscape Architecture strategic plan for 2008 to 2013 recognizes that: "[SALA] have been highly successful at attracting high-quality students but need to be more aggressive at

identifying minorities..." Since that was written, there have been gains in the recruitment of faculty from underrepresented minorities.

However, while some progress has been made on the recruitment and retention of students of color, there is still much work to be done to achieve the racially, economically and culturally diverse community to which it aspires.

1.1.5 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's APR documents multiple modes of continual self-assessment including student teaching evaluations, an alumni survey, periodic student surveys, annual faculty performance evaluations, Curriculum Committee meetings, faculty meetings, and Design Studio Coordinators' Committee meetings. In addition to these venues, there is regular interaction with an Architecture Alumni Group, the Stuckeman School Professional Advisory Board, and the Student Representatives Group.

The program has progressed toward its multiyear objectives, as seen above.

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's faculty and staff resources are adequate for the program. There is a healthy range of faculty ranks – from assistant through full professors on the tenure track; visiting, fixed-term faculty; and adjunct faculty. Student-teacher ratios for design studios ranging from 1:13 to 1:8 from second year through fifth year are reasonable, although 1:16 in first year is slightly higher than optimal. The Penn State architecture program also benefits by productive synergy with other departments by utilizing faculty resources from the Art History (College of Art & Architecture) and Architectural Engineering (College of Engineering) departments to teach architectural history and building technology courses, respectively.

Pennsylvania State University has robust and easily accessible Equal Employment Opportunity/Affirmative Action policies and plans. The school has an IDP educational coordinator, and IDP instruction also occurs in a variety of contexts throughout the curriculum.

The program offers support for the professional development of faculty in a number of ways including teaching release and sabbatical opportunities, support for faculty travel and conference attendance, and support for faculty publications.

The program made available the institution's policies on Promotion, Reappointment and Tenure.

- **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.*

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.

- *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: Penn State's admissions policies and procedures, including procedures for financial aid, are clearly documented on the university and school websites, as are diversity initiatives. There is a clear commitment on the part of the program to provide students with numerous individual and collective learning opportunities both within and outside the classroom.

1.2.2 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 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: Administrative Structure was noted as a cause for continual concern through multiple conversations with various constituencies within the school. The topic needs to be described on both the level of the department head (locally) and then at the extended level to be fully understood.

At the local level the department head and his administrative team seem to be properly suited for the staffing levels of the program. He has adequate resources for the role. Mr. Hadighi is universally respected by his faculty and is seen as a transparent and fair leader. We received compliments for the Department Head on multiple occasions.

The condition of the Stuckeman Endowment requiring a director over the department heads of architecture and landscape architecture was recently occupied by an architect who was abruptly removed from the position in 2013 without the prior knowledge or consultation of the department head and faculty.

The role is currently occupied by an interim director while a search occurs for a permanent director. There is a lack of clarity from the perspective of the department on exactly what the relationship will be of this director of Stuckeman School/ associate dean of the College of Arts and Architecture relative to the department and the institution as a whole.

Beyond the future director/associate dean position, there appears to be a lack of accessibility and communication between the department and the dean in regard to decision making. The lack of clarity and perceived lack of involvement by faculty is leading to more concern. This affects conversations about tenure and promotion, finances, and other areas of governance.

In conclusion, the department head is a tremendous resource for the faculty; however, the extended chain of command appears to be cause for concern. This issue appears as if it could be disruptive to the overall mission of the faculty if not addressed productively.

- **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 APR discusses multiple opportunities for faculty, staff, and student involvement with governance. Conversations with faculty, staff and students confirmed that there is adequate opportunity for involvement at all levels within the school.

It is unclear that these same constituencies have a voice within the college governance structure.

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 Department of Architecture provides the resources necessary to promote student learning and achievement through the recently constructed Stuckeman Family Building. The studio-based learning space is more than adequate for the number of students and for the studio-based learning requirements. Studios are open to each other horizontally and vertically and encourage a transparent community learning environment.

A variety of presentation spaces are provided throughout the facility that accommodate a range of activities from large group presentations to more intimate discussions. Specialty spaces are also provided throughout the facility for digital learning and presentation.

Appropriate spaces are provided in the facility for the support of faculty advising and teaching. Each faculty member is provided with an individual, private office.

Lastly, several dedicated research spaces are provided within the facility. The research component was described as a future goal for the program so these spaces will become more and more important as these initiatives become more active.

The Stuckeman Family Building provides students and faculty with a resource-rich environment in which to teach and learn.

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: In the context of the B.Arch. program, funding comes from three sources: annual fixed departmental budget, temporary funding allocated by the university, and the generous Stuckeman Endowment, which is intended for School of Architecture and Landscape Architecture (SALA) enhancements and not standard operating expenses. There is cause for concern among the faculty that if the university-allocated departmental budgets decrease dramatically, the endowment money intended for SALA enhancements may be shifted to cover standard operating expenses in the future. We found no current evidence of this in the budgets presented.

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: Demonstration of access to literature, information, and visual and digital resources by the program is evident and adequately enhances the learning culture of students, faculty, and staff. The School of Architecture and Landscape Architecture's generous facility has allowed the physical on-site library to grow its collection while still exploring the research-oriented mission of the university in a larger context by providing access to robust digital resources.

It was mentioned that the physical space of the library has begun to be used more by students outside of the department and school as a place of study. This informal cross-pollination is seen as an asset to the students' educational experience. The Architecture and Landscape Architecture Library (ALA) has clearly articulated its support of departmental missions and subsequently allocates resources to exemplify curricular objectives. Visual resources, specifically the Penn State-only database Worldwide Building and Landscape Pictures, provides a rich catalog of easily accessible imagery. Additionally, the ALA seems to be appropriately staffed with a head librarian, who shares his time among other College of Arts and Architecture resources, and three full-time staff. In conclusion, the team is excited that the program has a rich and growing collection of information resources available for students, faculty, and staff and hope that as the Stuckeman endowment is used to further explore research initiatives that the resource infrastructure will continue to grow.

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: Program Student Characteristics

The statistics required are adequately represented in the APR documentation.

In addition to the baseline documentation required for the APR, there are also departmental vs. institutional demographics for comparison. This provides a true picture of improvements that the program is making. The diversity of the student body has improved notably since the last visit. This improvement is assessed and discussed elsewhere. Statistics are provided on page 90 of the APR.

GPA and SAT changes are noted as required; however, the breakdown of SAT score changes for Writing are not available for the prior period. Writing was not part of the SAT during the prior period. The GPA and SAT scores remain remarkably similar between the two visits. Statistics are provided on page 91 of the APR.

A chart demonstrating the time to graduation within the ten semester allocation and a percentage of completion within 150% of normal time is provided on page 91 of the APR. The program has seen an improvement in both.

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

Program Faculty Characteristics

Demographics for all full-time faculty are noted for both reporting periods. The program has seen an improvement in racial and gender diversity of the faculty. Institutional demographics are also provided for a point of comparison. The charts are provided on page 92 of the APR.

Faculty promotion statistics are provided annually for each year since the last visit on page 93 of the APR.

The number of faculty receiving tenure is provided annually for each year since the last visit as well on page 93 of the APR.

A chart showing licensure of the staff is provided on page 93 of the APR.

***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 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 annual reports are easily attainable on the Department of Architecture website. The annual report and the narratives are provided for each reporting year as required. The means by which the information is available on the website is a great example of transparency for other schools to follow.

A letter provided in the APR dated August 29, 2013 certifies the statistical information as required.

***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 program faculty – in combination with the Art History and Architectural Engineering faculty who teach in the architecture program—reflect the range of knowledge and

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.

experience necessary to promote student achievement. The faculty exhibit and faculty credentials as included in the APR make this evident.

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: Policy documents required to be available in the Team Room were presented upon request.

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: This student performance criterion is met. Found in ARCH 311w Advanced Architectural Theory and ARCH 492 Architectural Design VIII-Thesis. ARCH 311w address this criterion by facilitating peer evaluation of design work through written reviews. Introduction to the critique environment is a valuable asset for students. ARCH 492, the last semester of fifth-year thesis, displays a clear ability to communicate original architectural ideas in myriad media formats.

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 various facets of Design Thinking Skills are demonstrated throughout the studio sequence.

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: A variety of representation media are introduced in the ARCH 121 Visual Communications I and ARCH 122 Visual Communications II sequence and is evidenced in the student work from ARCH 231 Architectural Design I and beyond; however, the depth of two-dimensional digital representation and investigation is weak especially given the alignment of the Stuckeman Center for Design Computing within the SALA.

- 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] Met

2014 Team Assessment: These abilities are introduced and seen in the work of the ARCH 203 Materials and Building Construction I and ARCH 204 Materials and Building Construction II sequence and further developed in ARCH 480 Technical Systems Integration in multiple drawing sets and models. There is only the most rudimentary evidence of outline specifications in the student work.

- 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: Evidence of developing ability in Investigative Skills is to be found in a number of the required studios including ARCH 231 Architectural Design I, ARCH 232 Architectural Design II, ARCH 331 Architectural Design III, and ARCH 332 Architectural Design IV. These appear to be most fully expressed in the two-semester thesis project wherein there is an integration of multiple facets of information and their bearing on an architectural project.

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

[X] Met

2014 Team Assessment: This criteria is well met. The studios are arranged during the first four semesters to introduce the full array of fundamental design skills. These four studios engage students in a variety of scales and contexts, introduce opportunities for collaboration, use of precedent, and laudably engage students in a studio-wide design-build project in the second semester of the first year that culminates in a contribution to the immediate school environment. This is a project that leaves tangible traces of the work of these first-year students of which they and their faculty can be justifiably proud. It is suggested that individually authored student reflections on the lessons of this communal design-build experience might round out the first-year experience nicely, and clarify the role and contributions of the individual student in this otherwise collaborative effort.

- 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 is clear evidence of study of precedents throughout the studio sequence, culminating in multiple instances of consultation of precedent for different purposes in the thesis research studio.

- 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: Student understanding of ordering systems is evident throughout the studio sequence with a thorough introduction to the array of these within the first four studio semesters.

- 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: An understanding of historical traditions and global culture is clearly evidenced in ARTH 201 Ancient to Medieval Architecture, ARCH 312 Critical Postcolonial and Contemporary Perspectives in South Asian Architecture, and ARCH 317 Theory of Modern Japanese Architecture. These fundamental courses expose students to a variety of geographical views on the built environment followed by analysis and synthesis of existing conditions through a historical time line of architectural styles from Prehistoric to Romanesque. ARCH 499C Urban Studies Topics, or more colloquially know as Cartography, displays a deep understanding through the format of walking excursions through the rich context of Rome. This course is to be applauded for its enjoyment by students and ambitious goals of contextual understanding.

- 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: ARTH 201 Ancient to Medieval Architecture and ARTH 202 Renaissance to Modern Architecture both provide students with the understanding of cultural diversity. Both courses state an objective that students "recognize cultural connections and differences in values and world vision." Analysis and investigation of the historical progression of architecture provides a deep understanding of cultural diversity; however, the work presented for these courses lacks a direct translation, outside of the written format, of this fundamental knowledge into the social roles and responsibilities of the architecture discipline.

- 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: Applied research is introduced in the ARCH 331 Architectural Design III and ARCH 332 Architectural Design IV studios, developed in the fourth year comprehensive studio, and is most fully integrated in the fifth year thesis studio experience.

Realm A. General Team Commentary: There is evidence in the student work showing strong foundational skills in communication, design thinking, ordering, applied research, use of precedents, and technical documentation. The visiting team observed exceptional student achievement in the first-year studio sequence relative to a collaborative design-build experience in fundamental and investigative design skills. Although student work demonstrates understanding of historic traditions, global culture, cultural diversity, it is something that the program could further expand upon. The visiting team observed

digital technology fluency in student work, but has concerns about lack of exploration of advanced computing technologies.

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: Students learn to interpret pre-design documents as they progress through the early studio sequence. In ARCH 491 Architectural Design VII-Thesis and ARCH 492 Architectural Design VIII-Thesis students are tasked with applying that knowledge and demonstrating their ability by preparing extensive pre-design books. The pre-design documents include an analysis of their chosen site, the development of a building program, a research and precedent study pertaining to their thesis, concept and project type. Code analysis and accessibility are included in the pre-design documentation as well.

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: Each of the components of accessibility are to be demonstrated as an ability. Accessible routes and ramps were found in ARCH 231 Architectural Design I and egress widths found in ARCH 331 Architectural Design III but neither course presented the realm of restrooms and parking. This information was found in ARCH 491 Architectural Design VII-Thesis for restrooms and parking.

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: Evidence of these abilities is found in the ARCH 332 Architectural Design IV sequence and the concurrent sequencing of ARCH 480 Technical Systems Integration. There is insufficient engagement of sustainability as it relates to material use, material selection, and life-cycle analysis.

- 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: Site design skills are taught starting with the first-year studio and continuing through the studio sequence. Documentation provided described lectures by the landscape architecture faculty to students in the design studio in early years describing site design fundamentals. There is an inconsistency between the way faculty describe this collaboration and the way it is perceived by students. The syllabus for ARCH 232 Architectural Design II requires development of skills in site analysis; to include documentation of the final site design with respect to all required site design elements. Evidence of students' ability to apply all aspects of site design also is found in ARCH 331 Architectural Design III and ARCH 332 Architectural Design IV.

- 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 of the ability to apply life safety knowledge is found in the studio work starting in the third year. Students demonstrate knowledge of the basic life safety requirements in their drawings and designs starting with ARCH 332 Architectural Design IV. The introduction of life safety requirements begins in second-year Architectural Engineering and Architecture studio classes. Evidence of instruction of these skills is found in materials for AE 424 Environmental Control Systems I and ARCH 451 Architectural Professional Practice.

- 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.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.5. Life Safety	

[X] Met

2014 Team Assessment: Collectively between ARCH 331 Architectural Design III, ARCH 332 Architectural Design IV, ARCH 431 Architectural Design V, and ARCH 432 Architectural Design VI (comprehensive studio), there is clear evidence of student ability to produce a comprehensive architectural project. While the visiting team appreciates opportunities for student design collaboration in various points in the curriculum, it finds cause for concern regarding the decision to structure collaborative student teams within the context of the comprehensive studio. This is the dedicated place in the curriculum where each student must demonstrate ability in the integration of a number of key aspects of architectural and professional competency. Since the respective roles of student contributors, and specific authorship and therefore independent ability are unclear in the design

projects in ARCH 431/ARCH 432, the team cannot be certain that each student has individually achieved the necessary abilities associated with the comprehensive project.

- 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: ARCH 451 Architectural Professional Practice covers all aspects of financial considerations. It describes sources of funding and possible funding techniques for construction projects. Life-cycle costing is evaluated in an assignment provided in the curriculum where the students must apply all of this knowledge against material and systems selections. Of exceptional note, the first-year design-build studio requires students to develop a project with a set cost and remain within budget.

- 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: These Environmental Systems are demonstrated in AE 211 Introduction to Environmental Control Systems, AE 424 Environmental Control Systems I, and ARCH 480 Technical Systems Integration.

- 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: These Structural Systems are demonstrated in the following courses: AE 210 Introduction to Architectural Structural Systems, AE 421 Architectural Structural Systems I, and AE 422 Architectural Structural Systems II.

- 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: These Building Envelope Systems are demonstrated in AE 211 Introduction to Environmental Control Systems.

- 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: Understanding of Building Service Systems is presented in AE 211 Introduction to Environmental Control Systems and AE 424 Environmental Control Systems I. Continued evidence beyond understanding of many of these systems is shown in ARCH 331 Architectural Design III as students begin to develop building drawings.

- 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 selection of appropriate building materials based on their inherent properties is covered heavily in ARCH 203 Materials and Building Construction I and ARCH 204 Materials and Building Construction II through lecture presentation and assignments. Although sustainability is mentioned in the syllabi of both courses, there is little evidence for the presentation of material environmental impact and reuse in these courses. Evidence of sustainable material selection is found in the student work in ARCH 431 Architectural Design V and ARCH 432 Architectural Design VI studio sequence.

Realm B. General Team Commentary: The program provides a solid foundation and exploration for Pre-Design, Site Design, Sustainability, Accessibility, Life Safety, Financial Considerations, Material Assemblies, with demonstrated strength in the integration of Structural and Building Systems in design.

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] Not Met

2014 Team Assessment: While there are multiple opportunities for students to develop collaborative skills and abilities (notably in ARCH 132 Basic Design Studio II, ARCH 431 Architectural Design V, and ARCH 432 Architectural Design VI), there is no evidence of demonstrated ability to work in multi-disciplinary teams in the required course work. The elective Integrated Delivery Project Studio provides an exemplary opportunity for students to work collaboratively in multidisciplinary teams to accomplish a comprehensive design project; however, it appears that only a small percentage of students have access to this studio each year. The program is encouraged to capitalize on opportunities to increase the number of B.Arch. students participating in this studio.

- 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: This condition is most clearly met by ARCH 499C Urban Studies Topics offered in Rome. Through an immersive experience, students encounter firsthand the relationship between human encounters with the built environment; however, evidence of this analysis is not clear in ARCH 210 Introduction to Architectural and Planning Theories and ARCH 311w Advanced Architectural Theory. We see tremendous promise in the development of this criteria in ARCH 331 Architectural Design III and/or ARCH 332 Architectural Design IV.

- 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 of the Client Role in Architecture is demonstrated in ARCH 451 Professional Practice student work.

- 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 of the Project Management is demonstrated in ARCH 451 Professional Practice student work.

- 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 of Practice Management in architecture is demonstrated in ARCH 451 Professional Practice student work.

- 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 Leadership is demonstrated in ARCH 451 Professional Practice student work.

- 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: Evidence of the Legal Responsibilities is demonstrated in ARCH 451 Professional Practice student work.

- 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: Evidence of the Ethics and Professional Judgment is demonstrated in ARCH 451 Professional Practice student work.

- 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: Evidence of Community and Social Responsibility is found in ARCH 451 Architectural Professional Practice. Students are required to develop presentations on "The Social Responsibility of Architects" (Presentation Assignment 7) and "Architects' Influence on Politics and Community Affairs (Presentation Assignment 8), where they describe the social responsibility of the architect as well as the architect's influence on politics and community affairs. Student presentations reflect on the roles architects play in working collaboratively with community members to address these issues.

Realm C. General Team Commentary: The program has demonstrated strengths in educating students in the professional aspects of architecture practice such as client roles, project management, leadership, social responsibility, legal issues, ethics, community engagement, and social responsibility. Topics such as the role of human behavior, the natural environment and the design of the built environment are not consistent over the course sequence from first-year to fourth-year. Collaborative activities within multidisciplinary teams are not explicit in the student work.

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: Regional accreditation of Pennsylvania State University is provided by the Middle States Association of Colleges and Schools (MSACS). The accreditation was granted in November 2010 and is in effect until the next scheduled visit in 2014-2015.

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: Nomenclature observed on printed material, e-mails and the Pennsylvania State University Department of Architecture website referenced the degree to be reviewed by this NAAB visit as "Bachelor of Architecture" B. Arch.

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 team was provided with adequate information related to the process of curricular changes. The structure of the Curriculum Committee and proposal process from informal discussion among faculty members is appropriate and upon conversation during the visit, sufficient. With a collaborative setting the team found that self-assessment plays a critical role and continuous improvement is a core mission of the program.

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 majority of students enter the program in their first-year. Incoming admissions evaluation occurs at the university level and is solely based on GPA and SAT scores.

There are a small number of transfer students from within Pennsylvania State University and other external programs. Those students are evaluated by Department of Architecture committee and if admitted, are placed in the program accordingly. Almost always, those students will be placed at the first-year level (no higher than second-year) in order to ensure that incoming students do not miss critical skills necessary for advancement. Documentation was provided by the program.

While the faculty evaluates all students on a semester-by-semester basis against the SPC, they also conduct an end of second-year portfolio evaluation in order to help students acquire specific feedback on their advancement status.

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 exact language required by NAAB is included on the Department of Architecture website. This material is in the catalog in which students learn about the department and view course information.

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: All of the information required by NAAB is on the Department of Architecture website along with links to the NAAB website.

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.aia.org

www.acsa-arch.org

[X] Met

2014 Team Assessment: Each of the required links along with all of the related documents are accessible on the Department of Architecture website.

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: Each of the required documents is available on the Department of Architecture website via a link.

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: A link to the NCARB ARE Pass Rates by School is available on the Department of Architecture website.

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 Pennsylvania State University, APR, pp. 6-7

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

Reference Pennsylvania State University, APR, pp. 7-11

C. Long-Range Planning (I.1.4)

Reference Pennsylvania State University, APR, pp. 20-23

D. Self-Assessment (I.1.5)

Reference Pennsylvania State University, APR, pp. 23-29

2. Conditions Met with Distinction
(list number and title; include comments where appropriate)

1.2.3 Physical Resources

3. The Visiting Team

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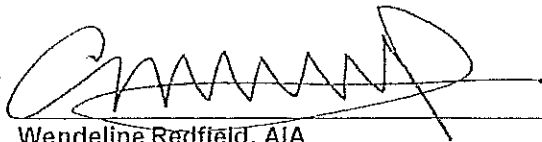
IV. Report Signatures

Respectfully Submitted,



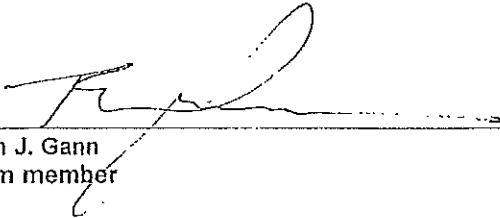
Dennis B. Patten, AIA
Team Chair

Representing the NCARB



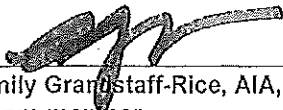
Wendeline Rødfjeld, AIA
Team member

Representing the ACSA



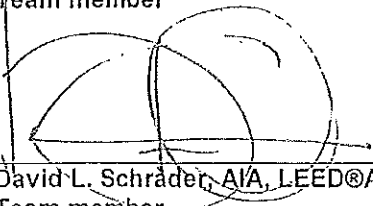
Ryan J. Gann
Team member

Representing the AIAS



Emily Grantstaff-Rice, AIA, LEED®AP BD+C
Team member

Representing the AIA



David L. Schrader, AIA, LEED®AP
Team member

Non-voting member

Program Response to the Final Draft Visiting Team Report



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April 4, 2014

Ms. Cassandra Pair,
Director, Accreditation
National Architectural Accrediting Board,
1101 Connecticut Ave, NW, Suite 410
Washington, DC 20036

Dear Cassandra,

Thank you for sharing the VTR-COF document with us. At the outset, I want to extend my and my department's gratitude to the NAAB and the visiting team for maintaining a highly professional, yet collegial environment during the entire visit. We are grateful for having had an amazingly insightful and constructive team for the visit. In this light, the following "correction of facts" comments should only be seen as an attempt to ensure that we are all looking at the same facts, and in no way a questioning of the team's comments.

1. During the exit meetings with the President, Provost, Dean, Director, Department Head, and the faculty, students and staff, also documented in writing in the initial team report I was given, the team highlighted three items under the heading of "Conditions Met with Distinction":

1. Physical Resources
2. ARCH 132 Basic Design Studio II
3. Department Head Mehrdad Hadighi

In the VTR-COF, items 2 and 3 have been left out.

2. Under "Conditions Not Met", a single SPC of C1, "collaboration" is listed. We want to ensure that the team/NAAB is aware of all of the areas in which multidisciplinary collaboration occurs in our department.

- A. First and foremost, the team was made aware of the fact that this particular year is a transition year, in which we are not offering a cross-departmental studio, in which students of

architecture and landscape architecture collaborate on projects. This studio was previously offered in the 4th year of our program, and since comprehensive design was moved to the 4th year, the cross-departmental studio has been shifted to the 5th year curriculum. This year happens to be the year where this studio was not offered to accommodate the transition, and it should be considered the exception and not the rule.

- B. The course objectives of ARCH 132, Basic Design Studio II, highlighted by the team under "Conditions Met with Distinction" in their initial report and characterized as "exceptional" (p. 22) in the VTR_COF, require the students to work with A TEAM that includes specialists, consultants and user groups. This studio would not have been able to achieve these results without the intimate teamwork beyond the architecture studio. Incidentally, as identified in our SPC Matrix, the studio meets two criteria in the program: Fundamental Design Skills and Collaboration. While the first Year students do not collaborate with "students" from other disciplines, the following is a short list of just some of the other "disciplines" with which the students have closely collaborated, and continue to do so, to create their projects.
1. Structural Engineers
 2. General Contractors
 3. Code Compliance Officers
 4. Environmental Health & Safety Professionals
 5. Handicap Services
 6. Municipal Zoning Officers
 7. Police and Fire Safety Officers
 8. Grounds & Maintenance Professionals
 9. Elementary Education Administrators
 10. 2nd & 3rd Graders
 11. Wetland Specialists
 12. Mechanical Engineering Faculty and Students
 13. High School Faculty and Students
 14. University Recycling Operations Staff
 15. Community Gardeners
 16. University Librarians and Library Staff
 17. Landscape Architects
 18. University Housing Staff
- C. ARCH 331 students conduct peer-to-peer consultation with 4th year structural engineering students, and ARCH 332 students with landscape architecture students. This collaboration has been recognized this year with a Bowers Grant. This may be evidenced in the collaboration in analyzing the town of Brownsville, PA (currently ongoing) with a joint field trip and joint team presentation of analysis.
- D. ARCH 431/432, fourth year design studio, incorporates interdisciplinary collaboration at its foundation. These studios are modeled after the professional practice of Integrated Design, emphasizing holistic systems integration and an

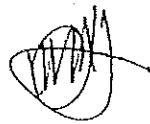
integrative process. Throughout the semester the students work in teams and individually to develop sustainable, comprehensive design solutions. Project development is organized around a series of integration workshops where the students collaborate with multidisciplinary professionals on the development of their design. Project reviews and charettes, both interim and final, include representatives from disciplines outside of architecture, including architectural engineers in structural, environmental, mechanical, and lighting, landscape architects, code officials, envelope experts, and sustainability specialists. Below is a list of these collaborations during 2012-13:

- 1 September 2012: Multimedia Art presentation and research workshop with Professor of Integrative Arts and New Media Artist Andrew Hieronymi.
- 2 September 2012: Two day class trip to New York including tours of performance venues; exhibition visits and meetings with New Media Artists, performance artists and community activists.
- 3 September 2012: Lecture and workshop session on design with glass with Robin Stanaway, professional artist.
- 4 October 2012: Afternoon work session with Dr. Tom Boothby, Professor in Architectural Engineering at PSU.
- 5 November 2012: Lecture and afternoon work session on lighting and building systems, Mark Loeffler, Director at Atelier Ten, New Haven.
- 6 November 2012: Seminar on details and construction drawing and work session with Will Bruder, Architect.
- 7 December 2012: Lecture and work session with Ed Conklin, Senior Code Compliance Representative, OPP at PSU.
- 8 January 2013: Two day class trip to New York with Ray Gastil, urban designer and former New York City planner.
- 9 January 2013: Class attended a one day conference at the University of Pennsylvania, "Architecture and Energy: Influence of Climate and Region"
- 10 February 2013: Skype interview with Alexandros Washburn, Director of Urban Design, NYC Department of Planning.
- 11 February 2013: Afternoon lecture and work session with Dr. Ali Memari, Director of the Pennsylvania Housing Research Center, and structural engineer.
- 12 March 2013: Afternoon work session with Dr. Tom Boothby, Professor in Architectural Engineering and PSU.
- 13 March 2013: Lecture and work session with Ed Conklin, Senior Code Compliance Representative, OPP at PSU
- 14 March 2013: Lecture on design for climate change and flooding with Karen Henrique, M.Arch II candidate
- 15 April 2013: Building envelope workshop with John Jackson, from HOK in Washington D.C.
- 16 April 2013: Lecture and afternoon work session on lighting and regenerative systems Chad Groshart, Associate Director at Atelier Ten, NY.
- 17 April 2013: Site visit to Pegula Ice Arena, at PSU, with Steve Laurila, CM from Mortensen.

The architecture department has utilized available opportunities to help students collaborate with students in other disciplines, including architectural engineering and landscape architecture students. We believe it is in our interest to continue to do so and seek ways and means to formalize these collaborative efforts through curricular adjustments, as is the case with architectural engineering.

Please do not hesitate to contact me if you need further information or clarification. I look forward to reading the final VTR this summer.

Sincerely,

A handwritten signature in black ink, appearing to read 'M. Hadighi', enclosed within a circular scribble.

Mehrdad Hadighi
Professor and Head,
Department of Architecture
Stuckeman Chair of Integrative Design
The Pennsylvania State University