



NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

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July 30, 2019

Dr. Eric J. Barron, President
The Pennsylvania State University
201 Old Main
University Park, PA 16802

Dear President Barron:

At their July 2019 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for The Pennsylvania State University.

On behalf of the board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted an eight-year term of accreditation.

The term is effective January 1, 2019, and the program is scheduled for its next visit for continuing accreditation in 2027.

Please be reminded that continuing accreditation is predicated on two reporting requirements:

- a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2019.
- b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an IPR two years after a visit and again five years after the visit. The Pennsylvania State University's first IPR is due November 30, 2021. There is more information on the IPR process in Section 10 of the NAAB 2015 *Procedures for Accreditation*.

Finally, public dissemination of both the Architecture Program Report and the VTR is a condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the 2014 *Conditions for Accreditation* and Section 5 of the 2015 *Procedures for Accreditation*.

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architecture education.

Very truly yours,

A handwritten signature in black ink that reads 'Kevin J. Flynn' with a long horizontal line extending to the right.

Kevin Flynn, FAIA
President

cc: Mehرداد Hadighi, Department Head
Kin Dubois, FAIA, Team Chair



**The Pennsylvania State University
Department of Architecture**

2019 Visiting Team Report

M. Arch. (97 Credits)
(degree plus 97 semester credits)

The National Architectural Accrediting Board
April 6-10, 2019

Vision: The NAAB aspires to be the leader in establishing educational quality assurance standards to enhance the value, relevance, and effectiveness of the architectural profession.

Mission: The NAAB develops and maintains a system of accreditation in professional architecture education that is responsive to the needs of society and allows institutions with varying resources and circumstances to evolve according to their individual needs.

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I. Summary of Visit

a. Acknowledgments and Observations

The NAAB team would like to thank the Department of Architecture, the Stuckeman School of Architecture and Landscape Architecture, and the College of Arts and Architecture for the preparation prior to the visit. The M.Arch program is the product of strong and creative administrative leadership, an engaged and diverse faculty, and a supportive staff available to assist across a spectrum of needs.

The team was well-accommodated, and digital evidence was presented clearly, enabling the NAAB team to perform its work efficiently and thoroughly. The Department of Architecture and the Stuckeman School made an extra effort beyond that required in a typical NAAB visit, in hosting the Canberra Accord delegation and facilitator.

The team was struck by the richness of experience and perspectives brought by both the faculty and the students, from countries outside of the U.S. and from other institutions around the country. Although the M.Arch cohort is small, the students bring a diversity of backgrounds, experiences, and apparent maturity that complements the school as a whole.

Collaboration is a key principle of The Pennsylvania State University, and the programs of the Stuckeman School (administration, faculty, and students) have been eager to engage in research and other initiatives across the campus with other disciplines. This includes the students of the M. Arch program, for whom research opportunities appear to be one of several strong reasons to attend Penn State.

The Department of Architecture is confident that the M.Arch program is growing towards the base goal of 30 students. Even at a relatively small size, this new professional degree is likely to have a strong, positive impact on the reputation of the Stuckeman School programs as a whole. As it grows, the program will complement the Bachelor of Architecture professional degree program as well as the other disciplines and initiatives that comprise the life of the school.

b. Conditions Not Achieved

B9 Building Service Systems

II. Progress Since the Previous Site Visit

2014 Student Performance Criterion B.1, Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, which must include an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Previous Team Report (2016): No single project demonstrated all of the required pre-design criteria in ARCH 532 Architectural Design II, ARCH 533 Architectural Design III, and ARCH 536 Design Inquiry.

2019 Visiting Team Assessment: This criterion is now met. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 533 Architectural Design III, ARCH 534 Architectural Design IV, and ARCH 536 Design Inquiry.

2014 Student Performance Criterion B.8, Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

Previous Team Report (2016): An understanding of the environmental impact and reuse of materials was not found in ARCH 503 Materials and Building Construction I and ARCH 504 Materials and Building Construction II.

2019 Visiting Team Assessment: This criterion is now met. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 503 Materials and Building Construction I and ARCH 504 Materials and Building Construction II.

2014 Student Performance Criterion C.3, Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

Previous Team Report (2016): Student ability to integrate accessibility, site conditions, and life safety was not demonstrated fully or consistently in student work prepared for ARCH 534 Architectural Design IV and ARCH 480 Technical Systems Integration.

2019 Visiting Team Assessment: This criterion is now met. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 534 Architectural Design IV and ARCH 480 Technical Systems Integration.

2014 Condition II.4.5, ARE Pass Rates: NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

Previous Team Report (2016): The program's first cohort graduated in May 2016; no graduates are yet eligible to sit for the AREs.

2019 Visiting Team Assessment: As the program has noted, the first cohort graduated less than three years prior to this visit, and none have been eligible or seated for the ARE. This condition is not yet applicable; therefore, the Visiting Team is not prepared to say that it has not been met. The link to the NCARB website provides access to ARE Pass Rates for the B.Arch. program.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture shape the program's pedagogy and development.

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include the program's benefits to the institutional setting and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2019 Analysis/Review: Originally chartered as The Farmers High School by the Pennsylvania Legislature in 1855, Penn State was designated as the Land-Grant College of the Commonwealth in 1863. The institution was renamed The Pennsylvania State University in 1953. In 24 locations across Pennsylvania and a World Campus, the university now has a student body in excess of 98,000, with more than 6,100 full time and 2,784 part time faculty. Penn State's University Park, located in State College, is the main campus and has an undergraduate student population of 40,541 and a graduate enrollment of 6,065. The College of Arts and Architecture is one of twelve academic colleges.

The mission of the college is "to educate and prepare artists, scholars, teachers, and other arts professionals and enrich the lives of others through the celebration and dissemination of the arts."

Within the college, the School of Architecture and Landscape Architects (SALA) was established in 1998. Following the creation of a \$20 million endowment by Cal Stuckeman, an alumnus of the architecture program, the school was renamed the H. Campbell and Eleanor R. Stuckeman School of Architecture and Landscape Architecture, now housed in the Stuckeman Family Building.

The Department of Architecture was established in 1910, initially with a four-year course in Architectural Engineering, following which the first curriculum in architecture was added in 1922. Since 1975, admissions to the department has become more selective. The department currently has 239 undergraduates majoring in architecture and a total of 65 graduate students divided between the three graduate programs (the professional M.Arch that is the subject of this review, the post-professional M.S., and a Ph.D. program).

The team found that the program provided a thorough description of the mission of the architecture program and its relationship to that of the college and the university, including the active participation of faculty members and administration at the department, school, college and university levels.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and nontraditional.

[X] Demonstrated

2019 Analysis/Review: The program has demonstrated an exemplary learning culture that fosters a community based on shared experience while encouraging a diverse range of ideas and perspectives. Studio learning at the Stuckeman School takes place in an open, collaborative space that facilitates connections across years and programs. Both students and faculty have expressed high levels of praise for the studio space and the “open borders” learning environment that such a space provides. Outside of studio, students are encouraged to explore the boundaries of their education and pursue a wide range of cross-disciplinary research.

There is a vibrant culture of peer relationships between the B.Arch and M.Arch candidates. Many students take advantage of leadership opportunities through teaching assistantships and student representative roles offered by the school. These positions have also served as catalysts for organic mentor/mentee relationships to blossom between graduate and undergraduate students lasting well beyond the conclusion of a semester.

The school’s publicly accessible Studio Culture Policy recently underwent an extensive student-driven review and update. Though all students were invited to participate in the process, most graduate students did not share a similar sense of urgency for reviewing such a policy and ultimately chose to place their priorities elsewhere.

The graduate student body is not as large or active in student organizations as their larger baccalaureate counterpart; however, there is not a feeling within the program of underrepresentation or lack of being heard. The intimate size of their cohort allows for a greater level of individualized attention and strong collaborative ethos, which enables students to practice healthy habits and achieve proper work-school-life balance. Students noted that faculty show obvious care for their well-being and are in active dialogue regarding pressures of program.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program’s human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2019 Analysis/Review: At an institutional level, the Department of Architecture relies on the policies and Framework (2016-2020 edition) from the Office of the Vice Provost for Education Equity. The new University Strategic Plan includes four key elements for fostering and sustaining diversity and inclusion for students, faculty, and staff. The College of Arts and Architecture’s “Strategies for Fostering Diversity, 2014-19,” cited on page 13 of the APR, specifically addresses how elements of the University Strategic Plan will be actualized. The Provost’s office has been supportive of partially funding salaries for underrepresented groups within the faculty and the Office of Multicultural and Recruitment Programs within the College of Arts and Architecture has provided full graduate student fellowships for four students in the past two years.

On pages 14-16 of the APR and within the team’s conversations with both the administration and faculty of the program, the Department of Architecture clearly outlined its policies for student recruitment and faculty searches, both of which support their goals for an engaged and inclusive environment.

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

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

[X] Described

2019 Analysis/Review:

A. Collaboration and Leadership

The program describes its culture of collaboration and leadership as supported by both curricular and pedagogical decisions within the college as well as by supporting individual leadership and scholarship, and the team saw evidence of this through on-site discussions during the visit. Both the program and the university specifically encourage interdisciplinary research and collaboration, incentivized by grant programs. The curriculum is described as being designed to allow flow between programs, giving students some individual voice in pursuing their career and disciplinary goals, and the students noted this as a strength to the visiting team. The APR states that the faculty and students are involved in university-wide selection processes for architects designing buildings within the university system. Meetings on-site with both faculty and students reinforced the collaborative ethos of the program, and faculty and students both enjoy robust financial support for enrichment opportunities. M.Arch students take leadership roles through teaching assistantships, participation in research projects with Ph.D. and M.S. students as well as faculty members, and the ability to shape and define their own curricular path.

B. Design

M.Arch students benefit from the program's position in a school that also hosts a NAAB-accredited B.Arch and post-professional M.S. and Ph.D. programs. The M.Arch students in upper levels of study have opportunities for teaching assistantships within formative courses and service on architectural juries in the B.Arch sequence; conversely, the 3rd year M.Arch students and 5th year B.Arch students share space and collaborate during thesis. There are research opportunities with M.S. and Ph.D. students through shared explorations in graduate-level electives. Within the graduate work, there are four core areas of design-research: material matters, sustainability, design computation, and culture-society-space. M.Arch students are active participants in the school's traditions and culture of design through annual competitions, service and professional organizations, and workshops and lectures.

C. Professional Opportunity

The program describes a robust approach to educating students on pathways and options for entering professional practice. All students receive information on AXP, ARE, NCARB, and licensure, and attend informational sessions to discuss paths to licensure and the collateral organizations. Recent graduates are invited to speak to students about their experiences, and resources such as the State and School Architects Licensing Advisor are identified to students. The school's AXP/Architecture Licensing Advisor disseminates information on establishing an NCARB record, and corresponds with students on a regular basis. The professional practice course for M.Arch students includes visits to professional offices and coursework on the roles and responsibilities of architects. A spring Career Fair (which hosted 80 firms this spring), jobs posting board, and collaboration with local AIA sections helps connect students to professional opportunities. In addition, students are aware of alternative and non-traditional roles in architecture and related fields.

D. Stewardship of the Environment

The program has demonstrated a commitment to producing environmentally-conscious graduates while leading by example with its own sustainable practices. Situated in a campus that takes pride in being Pennsylvania's only land-grant university, the values instilled by the program throughout each student's course of study are strongly aligned with the greater mission of the university and its strategic plan. With sustainability being one of the four faculty research clusters, there is a strong methodological focus on approaching architecture from the environmental context from which it exists and accounting for factors such as site, climate, and geography. Endowed programs such as the Hamer Center for Community Design and the Stuckeman Center for Design Computing allow students to further explore their interest in sustainability research while the SEED student initiative serves as an example that highlights the active development of future environmental leaders. It is noteworthy that stations for composting and multi-stream recycling are located throughout the facility.

E. Community and Social Responsibility

The LEED Gold Certified building encourages active student involvement in environmental responsibility. The numerous student-led programs promote engaged citizenship at the school level. ARCH 550 Ethics in Architecture challenges the students to think critically about issues relating to the creation and use of the built environment. The funded research centers provide prominent places for the continued investigation of social responsibility. The Hamer Center for Community Design is particularly noteworthy in its long term, continuous investigation of affordable sustainable housing. Through the center, Penn State has participated in the DOE's Race to Zero competition every year since 2014. Using this research, they recently completed construction of the *GreenBuild Duplex* project - a net zero house designed to be affordable to median-income homebuyers. The Stuckeman Center for Design Computing also focuses their interest in advanced computing on issues of social responsibility. One on-going project, *Decoding and Recoding Informal Settlements*, uses 3D video and computational design to document informal settlements in Rio de Janeiro and to work directly with local stakeholders to seek better outcomes for future development. Beyond the seminars and research centers, social responsibility is explicitly built into and demonstrated by many of the studio projects. Finally, there is a clear emphasis on global citizenship in the program through the broad international composition of both students and faculty groups, the diverse content within the history and theory courses, and the Foreign Studies programs. Some students also collaborated with engineering students on an American Solar Energy Society (ASES) project to build and deliver solar energy to underserved communities.

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

[X] Demonstrated

2019 Analysis/Review: The Pennsylvania State University has a 5-year planning cycle, and this drives the same at the college, school, and departmental levels. In addition to the reporting to the university in

accordance with this cycle, the department and school report annually to alumni and donors and to the Stuckeman School Professional Advisory Board.

Penn State relies on ongoing strategic planning. The current plan, "Our Commitment to Impact: The Penn State Strategic Plan for 2016 to 2020," lists six "foundations" and six "thematic priorities," which are included in the APR on page 23. Strategic Plans are also required at the college, school, and department levels. Specifically, the Strategic Plan development by the Department of Architecture includes many of the goals of the larger institutional plans but identifies goals specific to the program and the state of architectural education. Among the five objectives noted in the report are "Produce substantive design scholarship through research and creative accomplishment," and "Strengthen graduate education."

The team found that the Architecture Program Report provided a thorough and comprehensive account of the relationship of the Five Perspectives to Long-Range Planning.

I.1.6 Assessment:

A. Program Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

B. Curricular Assessment and Development: The program must demonstrate a well-reasoned process for curricular assessment and adjustments, and must identify the roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

[X] Demonstrated

2019 Analysis/Review: For program self-assessment, the department relies on annual reviews in accordance with the planning cycles of the college and university; the department has also recently introduced off-cycle planning. There are several formal mechanisms for self-assessment, such as performance reviews, student evaluations, surveys of both current students and alumni, the preparation of NAAB APRs, and feedback from both the Architecture Alumni Group and the Stuckeman School Professional Advisory Board. Informally, activities such as the lecture series, exhibitions, and faculty participation in external reviews and conferences provide opportunities for self-assessment through a comparative lens. Monthly faculty meetings address feedback from these varied mechanisms and serve as the venue for discussing and reviewing resulting changes, as well as new proposals and their implementation.

Curricular assessment and development is managed through the Design Studio Coordinators Committee and the Curriculum Committee. The former ensures continuity and pedagogical parity horizontally and vertically within the studios for each year level and corresponding support courses. These coordinators also help maintain the archive of student work. The Facilities and Computing/Technology Committees address concerns and opportunities. The Curriculum Committee regularly reviews and responds to changes in educational pedagogy, professional practice, and university-level policy. Members of the Design Studio Coordinators Committee and the Curriculum Committee are appointed annually by the

Department Head and any major modifications to the curriculum and new courses must be approved by the full architecture faculty, the college, and the University Senate Committee on Curricular Affairs.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

The program must demonstrate that it has appropriate human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including but not limited to academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2019 Team Assessment:

Based on pages 33-51 of the APR, documents in the team room, and conversations with administrators, faculty, and staff, the team verified that the department has 36 faculty members with a balance of ranks between tenure track/tenured and fixed term. The department is supportive of faculty travel for research and conferences, especially at the junior faculty level. Additional resources are available for course development and research; these are administered at the college and university levels. The university is especially financially supportive of collaborative, interdisciplinary design-research considering that one of the “five pillars” of institution’s strategic plan emphasizes “Advancing the Arts and Humanities.” Staff may take advantage of opportunities for professional development.

The program has a Career Counselor/Advisor; this fixed term faculty member concurrently serves as the school’s ALA. They coordinate the fall semester’s AXP and ARE information session and spring Career Fair. Through monthly newsletters and one-on-one meetings, they communicate with students about NCARB records, state-specific licensure information, and other issues related to preparatory experience for professional and alternative practice.

I.2.2 Physical Resources: The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2019 Team Assessment:

The APR describes the program's Physical Resources on pages 51-58 and includes representative floor plans and building sections. The program benefits from the 2005 completion of a 5-level, 111,000 sf facility to house architecture and landscape architecture, certified as LEED Gold. The program describes the facility as a model of sustainability and collaboration, with open-plan design studios, connections between floors, classrooms, technology labs, a model shop, a student lounge, faculty offices, and an exhibition gallery. The studio spaces are designed to maximize the interactions of students at all levels. Through tours of the facility during the visit, and conversations with faculty, staff, and students, as well as observations during classes, the team saw evidence that the open studio, which seats 560 students on two open floors connected by crit spaces, genuinely seems to promote cross-pollination between programs, and is seen as a positive feature supporting studio-based learning by both students and teachers.

Other support spaces include a fabrication shop that is designed primarily for woodworking. The shop has evolved to accommodate other processes in a more *ad-hoc* way. "Hot work" (welding, grinding, metalwork) has to be done outside, which is unprotected in bad weather. Additional space has been outfitted as a DigiFab Lab to accommodate robotics work (6-axis CNC robotic arm) and multiple modes of digital fabrication. With the addition of the M.Arch program, the resources are being stretched to accommodate more advanced material research that goes beyond basic model making. Resin casting currently takes place in the paint spray booth. As the program looks to the future, the sustainability and toxicity of material choices such as MDF and resin will likely be further evaluated, and additional spatial capacity may be needed. The program referenced a Digital Fabrication Master Plan in the APR to help address the ability to incorporate these developments and plan for future growth.

The building has 24/7 card-access for security outside of regular class hours. Students attend larger seminar/survey classes at other buildings on campus. Computer teaching classrooms are located in the Stuckeman Family Building, and digital computing infrastructure is allocated within and throughout the studio spaces in nodes, rather than separate labs. Students are provided with extensive software, and bring their own laptops. The computer pods within the studio provide additional computing power and shared-use software. Computer and printing resources seem robust and conveniently spread throughout the space. Students take an active role in administering IT both as paid appointments and through the student-run Beehive technology support program.

By providing not only funding, but also permanent physical centers in the building, the Hamer Center for Community Design (HCCD) and Stuckeman Center for Design Computing (SCDC) support sustainability and advanced computing in all programs. The Immersive Environments Lab visualization facility is utilized for both research and teaching, including an impressive study in the effectiveness of virtual reality for supporting remote site analysis. The SCDC has supported an ambitious research project in collaboration with NASA for 3D printing habitats on Mars. Digital and technology-based learning is an integral part of the program's pedagogy and the facilities are advanced and develop in tandem with the numerous research endeavors. Interdisciplinary collaboration with programs in Architectural Engineering and Materials Research benefit from these facilities as well as facilities available with those other programs on campus.

The program provides private offices for all full-time faculty, as well as faculty research offices, to support the full range of faculty roles and responsibilities.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2019 Team Assessment: The program has negotiated a tuition revenue-sharing plan with the Provost, and this plan has positioned the program to support most of the M.Arch students with either 50% or 100% assistantships. The department has “flat” funding, to which the college distributes “temporary funds” each year towards specific initiatives. The table of “Five-Year Projections of Revenue and Costs” shows the “flat” funding increasing at relatively steady pace in the future. The temporary budget is negotiated annually, and since the Stuckeman Endowment is now fully vested, the budget for the Department includes the Endowment funds, thus reducing the temporary request accordingly.

The “Department of Architecture Operating Expenditures and Income” and “Incoming Funds from Stuckeman School endowments” are available in Section 4-supplemental Information of the APR (page 101). Year-to-year fluctuations in the size of the student body have been accommodated successfully within the funding model. The program reports that the Department’s budgetary situation is on a more solid footing than it was several years ago. This includes the addition of the currently 22 M.Arch students (anticipated to grow to 30), support of new assistantships, and recent faculty appointments.

The visiting team concludes that the program has demonstrated that it has sufficient financial resources to support student learning and achievement.

I.2.4 Information Resources: The program must demonstrate that all students, faculty, and staff have convenient, equitable access to literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide information services that teach and develop the research, evaluative, and critical-thinking skills necessary for professional practice and lifelong learning.

[X] Demonstrated

2019 Team Assessment: Pages 67-72 of the APR describe the available information resources. Through meetings and tours, the team verified the rich resources afforded by Architecture and Landscape Architecture Library. Physically housed within the Stuckeman School, the library’s collections includes titles covering architecture and landscape architecture from 1850 to the present as well as bound hard copies of relevant journals from the last three decades. The greater record of history, design, and other relevant subjects are held within the university’s vast network of libraries, highly-ranked within the Association of Research Libraries, and resources are easily available through either the document delivery or interlibrary loan systems. The University Libraries have an expansive digital image collection and more than 800 databases.

The Architecture and Landscape Architecture Library staff actively provide classroom instruction as well as individualized research guidance for students. Additional physical resources within the library include computer workstations, wireless printing, exhibit areas, spaces for communal study, and two rooms that can be used for instruction, seminars, meetings, and group study. The full collections, amenities, and services of the library are described on the website (<https://libraries.psu.edu/architecture>).

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2019 Team Assessment: The full administrative structure of the Department of Architecture is outlined on pages 72-79 of the APR; documents in the team room, and conversations with administrators and

faculty the team verified the administrative structure as described. The Department of Architecture is managed by the Department Head, a full-time administrative position with staff administrative support. The Department of Architecture belongs to the Stuckeman School, which also comprises landscape architecture and graphic design. The School Head reports to the Dean of the College of Arts and Architecture, one of the eleven colleges within the land-grant university that is internally-governed by a president and vested through a thirty-two member Board of Trustees. Faculty, staff, and students may participate in governance through committees at the department and school levels; faculty also participate in various committees at the college level and the department receives a voice within the University Senate through a college-elected representative.

Students have representation within the program through voluntary participation as well as elected positions with six active organizations: the AIAS, an Alpha Rho Chi chapter, the Architecture Student Interest House, GRID (Graduate Researchers and Innovative Designers), NOMAS, and SEED (Students for Environmentally Enlightened Design).

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

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

A.1 Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with the public.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 536 Design Inquiry demonstrating the ability to effectively use representational media. Substantive writing abilities were demonstrated in ARCH 511 Theoretical Perspectives in Architecture. Evidence of verbal presentation abilities were demonstrated in videos of juries from ARCH 534 Architectural Design IV; and within the student meeting, the team found the students to be thoughtful and articulate.

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

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 511 Theoretical Perspectives in Architecture. ARCH 532 Architecture Design I in combination with ARCH 502 Analysis of Arch Precedents II demonstrates the ability to apply this thinking to work.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 550 Ethics in Architecture. This evidence is further supported by research procedures used ARCH 501 Analysis of Arch Precedents I and ARCH 502 Analysis of Arch Precedents II. ARCH 536 Design Inquiry demonstrates the ability to use the conclusions from this research in support of a thesis project.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 531 Architectural Design I, ARCH 532 Architectural Design II, ARCH 533 Architectural Design III, and ARCH 534 Architectural Design IV.

A.5 Ordering Systems: *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 521 Visual Communications I. In ARCH 531 Architectural Design I, the team found evidence of student ability to articulate the function of ordering systems both in written and diagram form.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 480 Technical Systems Integration and ARCH 534 Architectural Design IV. The ability to apply the principles of precedent research into original design work was demonstrated in ARCH 533 Architectural Design III.

A.7 History and Culture: *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 501 and 502 Analysis of Architectural Precedents I and II; with rich evidence of the study of diverse traditions and theories in ARCH 511 Theoretical Perspectives in Architecture.

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

[X] Met

2019 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 550 Ethics in the Built Environment.

Realm A. General Team Commentary:

Student evidence demonstrated a high quality of research processes instilled within design thinking, from outline standards, to peer review, to citations and bibliographies. Student work also demonstrated the ability to integrate multiple disciplines (building science, sustainability, accessibility, environmental, etc.) for a complex program on a challenging site. Overall, the program beneficially leverages the small cohort through the incorporation of student presentations in several courses outside of the studio sequence, affording the opportunity for students to refine their skills verbal and visual communication.

Realm B: Building Practices, Technical Skills, and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. In addition, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Integrating the principles of environmental stewardship.
- Conveying technical information accurately.

B.1 Pre-Design: *Ability* to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 533 Architectural Design III, ARCH 534 Architectural Design IV, and ARCH 536 Design Inquiry.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 533 Architectural Design III and ARCH 534 Architectural Design IV.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 534 Architectural Design IV and ARCH 480 Technical Systems Integration. Additional depth was found in ARCH 533 Architectural Design III and AE 211 Introduction to Environmental Control Systems.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 503 Materials and Building Construction I, ARCH 504 Materials and Building Construction II, ARCH 533 Architectural Design III and ARCH 451 Professional Practice.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for AE 422 Arch Structural Systems II, AE 421 Arch Structural Systems I, and ARCH 534 Architectural Design IV.

B.6 Environmental Systems: *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for AE 211 Introduction to Environmental Control Systems, ARCH 480 Technical Systems Integration 3, and AE 424 Environmental Control Systems I.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for AE 211 Introduction to Environmental Control Systems, ARCH 534 Architectural Design IV, and ARCH 480 Technical Systems Integration.

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B.8 Building Materials and Assemblies: *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 503 Materials and Building Construction I and ARCH 504 Materials and Building Construction II.

B.9 Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems.

[X] Not Met

2019 Team Assessment: While student work prepared for AE 211 Introduction to Environmental Control Systems and AE 424 Environmental Control Systems I demonstrated achievement at the prescribed level on the topics of lighting, mechanical, plumbing, electrical, fire protection, and vertical transportation systems, the evidence provided by the program did not demonstrate student achievement at the prescribed level on the required topics of communication and security for building service systems.

B.10 Financial Considerations: *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for AE 211 Introduction to Environmental Control Systems and ARCH 451 Architectural Professional Practice. In addition to work presented in the team room at the start of the visit, the program provided student work during the course of the visit.

Realm B. General Team Commentary: Student evidence demonstrated a clear understanding of building practices, technical skills, and knowledge throughout the pre-design and design process. Content was “scaffolded” across multiple classes and studios within the overall course of study, rather than addressed in single courses. This system is a successful means of ensuring that students absorb and can later incorporate such content in a seamless manner. Students exhibited thoughtful consideration to the contextual and technical aspects of their projects. The team observed a strong connection between the achievements in Realm A and Realm B with building practices and technical skills integrated in design thinking and visual communications. The team especially acknowledges the outstanding example of student achievement in preparation of outline specifications via the “Specification Recipe” assignment in ARCH 451 Professional Practice.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 520 Methods of Inquiry.

C.2 Integrated Evaluations and Decision-Making Design Process: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the

completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 533 Architectural Design III. This was further supported by the studio work in ARCH 534 Architectural Design IV, supported by ARCH 480 Technical Systems Integration.

C.3 Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 534 Architectural Design IV and ARCH 480 Technical Systems Integration.

Realm C. General Team Commentary: The team found abundant evidence of student achievement in this realm. In regard to research, there is a clear integration of library staff and an emphasis on discovering valid sources, crafting proper citations, and peer review throughout all three years of the program culminating in ARCH 520 Methods of Inquiry. In regard to integration, student work in both ARCH 533 Architectural Design III and ARCH 534 Architectural Design IV demonstrate the integration of technical courses into studio projects. Even minimum pass students in these studios document the various disciplines and concerns of integration on their final boards. Further, the students seem to benefit from their exposure to the other programs in the school, such as high-level theory classes with the M.S. program. Exposure to the AE program drives performance in their technical courses and project development.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act legally, ethically, and critically for the good of the client, society, and the public.

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
 - Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect’s role to reconcile stakeholders needs.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 451 Professional Practice.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 451 Professional Practice.

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

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 451 Professional Practice.

D.4 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

[X] Met

2019 Team Assessment: The team found evidence of achievement at the prescribed level in student work prepared for ARCH 451 Professional Practice.

D.5 Professional Conduct: *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 Professional Practice and ARCH 550 Ethics in Architecture.

Realm D. General Team Commentary: ARCH 451 Professional Practice Course provides a strong foundation for student achievement in this realm, reinforced with work in other courses such as ARCH 550 Ethics in Architecture. Students demonstrated their grasp of the key topics in this realm through their answers to well-worded and comprehensive quizzes and exams, that also included essay questions for optional credit.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

For a professional degree program in architecture to be accredited by the NAAB, the institution must meet one of the following criteria:

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
 - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
 - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2019 Team Assessment: The APR has provided the current letter, dated June 26, 2015 from the Middle States Commission on Higher Education. This indicates that the Pennsylvania State University is accredited and that the next Periodic Review report for the institution is due June 1, 2020. The next Self-Study Evaluation is scheduled for 2024-2025. This Condition is therefore met.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

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

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

[X] Met

2019 Team Assessment: The curriculum meets the NAAB requirements for the professional Master of Architecture (M.Arch) degree program. The APR provides the credit hour and curricular requirements on page 89-91. The M.Arch curriculum requires the completion of 97 semester credits plus a previous degree. Of these, 57 credits are graduate course work in architecture, and 40 credits are preparatory classes. Three credit hours may be from undergraduate courses; the remaining 94 credits are graduate-level. A total of 15 credit hours are optional studies, comprising a combination of nine elective hours and six independent/foreign/internship study hours.

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

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2019 Team Assessment: The department described its process on page 92 of the APR and the team verified the timeline, participants, and criteria used to assess preparatory education. After being admitted to the Graduate School, all faculty review portfolios, based on a rubric to establish a ranked master list of applicants and their eligibility for advanced placement within studio. Admitted students are notified through an acceptance letter of their studio placement. Students with pre-professional degrees in architecture and related disciplines may then apply, on an individual basis, for advanced standing in three areas (structures, materials and methods, and environmental controls) by completing an advanced standing form and providing evidence of previous, successful performance: transcripts, syllabuses, and examples of coursework. Using these documents to assess the completion of relevant NAAB SPCs, advanced standing is directly determined by the faculty teaching the M.Arch courses at Penn State. No advanced standing is offered for history and theory and all students must take a structures exam over the summer to assess their abilities. The final status for advanced standing is recorded through signatures by the faculty member(s), Director of the Graduate Program, and the Department Head on the advanced standing form, and this document remains in the student's file.

Overall, the process of assigning advanced standing is rigorous, well documented, and made transparent to the students.

Part Two (II): Section 4 – Public Information

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

II.4.1 Statement on NAAB-Accredited Degrees:

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the *NAAB Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

[X] Met

2019 Team Assessment: The program website provides the NAAB statement as required per the 2014 NAAB Conditions at: <https://stuckeman.psu.edu/arch/accreditation> .

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2019 Team Assessment: The 2014 NAAB Conditions and current NAAB Procedures are both linked via the Penn State Architecture program website: <https://stuckeman.psu.edu/arch/accreditation> .

II.4.3 Access to Career Development Information:

The program must demonstrate that students and graduates have access to career development and placement services that assist them in developing, evaluating, and implementing career, education, and employment plans.

[X] Met

2019 Team Assessment: The APR includes links to the four architectural collateral organizations that offer resources for career development. In addition, the Stuckeman School has a Career Advisor, whose responsibilities include advising students with daily career questions and sends a “Stuckeman School Advising Update,” at regular intervals. A link is provided in the APR as an example. The school held a “Career Day” on February 8, 2019, which included 170 professionals from over 80 firms in architecture, landscape architecture, and graphic design. Links to the Career Day and for job listings and a Twitter account on careers are provided in the APR.

II.4.4 Public Access to APRs and VTRs:

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.

- The most recent APR.^[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2019 Team Assessment: The APR provides the links to the required documents, which are made available to the public via the Architectural Program's website:
<https://stuckeman.psu.edu/arch/accreditation> .

II.4.5 ARE Pass Rates:

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/post-secondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their websites to the results.

[X] Met

2019 Team Assessment: The program links its website to the ARE Pass Rates portion of NCARB.org. Pass rates are currently only available for the B.Arch program graduates because no graduates from the first cohort of the M.Arch program have yet qualified as eligible to take the ARE. Because this is not yet applicable to the M.Arch program, the Visiting Team deems this to be met.

II.4.6 Admissions and Advising:

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2019 Team Assessment: The required information has been provided in the APR. This includes a link to a complete Graduate School application form and supplemental material. A link is also provided to the site for requirements for prospective students. The team found the university website to be comprehensive and easy to follow, and this applies specifically to the information that a prospective and/or incoming student would require.

The form for evaluation of pre-professional degree content is found in the APR under this section. Please refer to the APR under Part Two (II) Section 3 - Evaluation of Preparatory Education for a complete discussion.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

[X] Met

2019 Team Assessment: The university's student aid website, <https://studentaid.psu.edu/>, provides a comprehensive range of resources for students, including a "Cost of Attendance" link and an "Aid Calculator." The site is well-organized and appears easy to follow. This Condition is met.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

The program must certify that all statistical data it submits to the NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

[x] Met

2019 Team Assessment: The APR includes a current statistical report on pages 95-99 (data through 2017). Copy of a letter on page 100, from Lance C. Kennedy-Phillips, Ph.D., Vice Provost for Planning and Assessment and MSCHE Accreditation Liaison Officer for The Pennsylvania State University, certifies that the data provided to the NAAB has been verified by the institution. It notes that “minor inconsistencies may be found between the data reported to NAAB and NCES (National Center for Education Statistics) based upon the timing of data retrieval, as well as differences in data definitions.”

All NAAB Annual Reports since the 2016 visit are available on the Architecture Department website. This Condition is therefore met.

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

[x] Met

2019 Team Assessment: The APR notes that the NAAB has not yet required the program to submit any Interim Progress Reports. Because the requirement for III.2 is not applicable for this review, the visiting team deems this to be met.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A2 - Design Thinking Skills

The team found that, in studio, seminar, and thesis courses, students demonstrated excellence in raising design questions, researching the topic, considering alternative perspectives, and posing design solutions. The M.Arch student cohort exemplifies a culture of healthy and supportive peer-to-peer design dialogue.

A7 - History and Global Culture

The 'deep dive' approach to the requisite history courses provides a thoughtful alternative to the exhaustive survey. Several courses reinforce a strength in the analysis of comparative modernism and put students in dialogue with a range of diverse theoretical readings and project references.

C1 - Research

The benefits of the interdisciplinary perspective are manifested in the area of research. The research ethos is clear in the faculty and research clusters, program's centers, interdisciplinary and cross-departmental projects, and throughout the M.Arch curriculum. It is evident in student work at all levels. There is a clear integration of library staff and an emphasis on discovering valid sources, crafting proper citations, and peer review throughout all three years.

C3 - Integrative Design

The M.Arch program guides student focus towards the specific aspects of design that are required to execute a complex project and then to assemble these pieces into a comprehensive response. Student work is the reflection of the successful application of scaffolded learning, incorporating elements acquired in foundational courses and assembling them into a thoroughly realized studio project.

Appendix 2. Team SPC Matrix

NAAB MATRIX			STUDENT PERFORMANCE CRITERIA FOR M.ARCH.																										
	CREDITS/COURSE		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5	
			Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Global Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Life Safety Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision-Making Design Process	Integrative Design	Stakeholder Roles in Architecture	Project Management	Practice Management Business Practices	Legal Responsibilities	Professional Conduct	
			Critical Thinking and Representation					Building Practices, Technical Skills, and Knowledge										Integrated Arch. Solutions		Professional Practice									
FIRST YEAR:																													
FALL	ARCH 531	Architectural Design I	6																										
	ARCH 521	Visual Communications I	2																										
	ARCH 503	Materials + Bldg Const I	3																										
	AE 421	Arch Structural Systems I	3																										
SPRING	ARCH 501	Analysis of Arch Precedent	3																										
	ARCH 532	Architectural Design II	6																										
	ARCH 522	Visual Communications II	2																										
	ARCH 504	Materials + Bldg Const II	3																										
SECOND YEAR:	ARCH 533	Architectural Design III	6																										
	ARCH 451	Arch Pro Practice	3																										
FALL	ARCH 510	Contemporary Architecture + Theory	3																										
	AE 211	Intro. Env. Control Systems	3																										
	ARCH 534	Architectural Design IV	6																										
	ARCH 480	Technical Systems Integration	3																										
SPRING	AE 424	Env Control Systems I	3																										
	GRAD	Electives	3																										
SUMMER SESSION:																													
SUMMER	ARCH 499	Foreign Study																											
	ARCH 496	Independent Study																											
	ARCH 495	Internship																											
THIRD YEAR:																													
FALL	GRAD	Electives	3																										
	ARCH 519	Methods of Inquiry	3																										
	ARCH 550	Ethics in Architecture	3																										
SPRING	ARCH 536	Design Inquiry	6																										
	ARCH 511	Theoretical Perspectives in Architecture	3																										
	GRAD	Electives	3																										

Appendix 3. The Visiting Team

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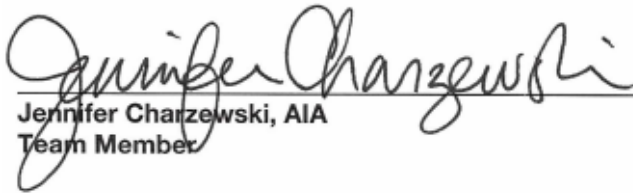
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V. Report Signatures

Respectfully Submitted,



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