



**South Dakota State University
Department of Architecture**

2016 Initial Accreditation Visiting Team Report

M. Arch

(96 credit hours of professional study preceded by either 80 credit hours of non-professional architectural studies at SDSU or a B.Sc./B.A. degree in another field)

The National Architectural Accrediting Board
October 19, 2016

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.

Table of Contents

<u>Section</u>		<u>Page</u>
I.	Summary of Visit	1
II.	Progress Since the Previous Site Visit	2
III.	Compliance with the 2014 Conditions for Accreditation	13
	Part One (I): Institutional Support and Commitment to Continuous Improvement	13
	Part Two (II): Educational Outcomes and Curriculum	22
	Part Three (III): Annual and Interim Reports	33
IV.	Appendices	
	1. Conditions Met with Distinction	34
	2. Team SPC Matrix	35
	3. The Visiting Team	36
V.	Report Signatures	37

I. Summary of Visit

a. Acknowledgements and Observations

The Department of Architecture (DoArch) of South Dakota State University (SDSU) is a rapidly developing program, which is attuned to the mission and vision of the university and to its role and place in South Dakota and beyond.

Building on a tradition of hands-on learning within a polytechnic base derived from the history of SDSU, the program is reaching out in ways that already impact the state. This includes the studio-based outreach programs (also noted in the previous VTR), which reach out to communities across the state. These include design and planning charrettes, along with installations and interventions, as a kind of architectural extension service—a contemporary expression of the historical role of an established land grant institution.

The program has evolved steadily in its march toward the goal of accreditation. This has included completion (and occupation of) the new AME Building, with exceptional third-floor studio space and offices and an extensive first-floor shop shared with other disciplines (including Construction Management and Mechanical Engineering). The facility gives the program access to resources beyond those typically found in architectural programs. The first student cohort graduated from the program in May 2016, and new faculty members were hired prior to the current semester to bolster and broaden program curriculum delivery. Energetic and bright students, and talented and committed faculty are forging a program within this rapidly evolving context.

The DoArch holds a prime position within the newly formed School of Design at SDSU and will no doubt take a leadership role in the evolution of this school. The School of Design is the lynchpin of a system of academic advising for students that extends from the university level for incoming freshmen to graduate-level advising by faculty in the final 2 years of the program.

The team appreciates the hospitality extended by the administration, staff, faculty, and students during our visit, as well as the time and considerable effort they spent in preparation for the visit. Particular thanks are due to Program Director and Associate Professor Brian Rex, Associate Professor Jessica Garcia-Fritz, and Program Assistant I Diane Rieken.

b. Conditions/Criterion Not Achieved

III.1 Annual Statistical Reports

A.8 Cultural Diversity and Social Equity

B.4 Technical Documentation

B.5 Structural Systems

B.6 Environmental Systems

B.9 Building Service Systems

C.3 Integrative Design

II. Progress Since the Previous Site Visit (2014)

2009 Condition I.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.*

Previous Team Report (2014): The Department of Architecture provided a copy of the studio culture policy in the APR. In discussion with students, it was clear they are aware of the policy and have commented on it. There is a studio representative body that meets twice a month, once with the department head and once among themselves to discuss issues of concern. The students believe their concerns are addressed. In meetings with faculty and with staff, it was clear they believe they are valued and that they value others. Although there is no established policy for shared governance within the department, it was clear from the faculty that discussions and decisions occur as a faculty of the whole due to its small size.

Although the program does not have a specific plan in place, the department head described efforts to increase the diversity of its faculty and students, the later primarily through admission of foreign students to the undergraduate and graduate programs. The APR only contains one year of annual reports.

2016 Visiting Team Assessment: The 2009 Condition Learning Culture and Social Equity is now two conditions: I.1.2 Learning Culture and I.1.3 Social Equity. The 2016 visiting team found that the program has **Met** the requirements for both of these conditions. Since the 2014 visit, the program has implemented and published a comprehensive studio culture policy. The Student Advisory Board participates in a review of the policy each semester. The policy document is placed at four locations within the department, and it is available on the university website under the DoArch policies.

2009 Condition I.1.4, Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

Previous Team Report (2014): Based on information in the APR and discussion with the department head, the department has primarily been focused on establishing the undergraduate and professional degree curriculum to obtain initial accreditation. Due to changes within the university on a new budget model and plans on the part of the university to develop a Division of Design within the College of Arts and Sciences, a long-term planning document has not been developed. The architecture department has been more reactive and ad hoc in response to several changes across the university and does not have a process for long-term development. According to the dean and provost, a performance pro forma was developed as the program was conceptualized; however, the program's performance has not been monitored since the pro forma was developed. The provost noted that the pro forma should be reviewed to validate how the program is developing.

A strategic vision for the Division of Design was created in March 2014. The dean has a deadline of May 2015 to make decisions on the structure and direction of the division.

According to the provost, the university's goal is to obtain accreditation for all programs that can be accredited, and the dean's goal is to increase collaboration between disciplines. The Department of Architecture is certainly within those goals, and the dean started several planning groups around the discussion of creating a Division of Design in which architecture participates. Architecture itself, however, is more focused on obtaining NAAB accreditation.

Because the program is in its infancy, a long-range plan as envisioned by the NAAB has not been developed. The planning that has occurred started with engaging an outside consultant. Department head Brian Rex has overseen and managed the development of the program since he was hired in 2010. Four additional faculty have now been added, and the entire group, including Rex, shares duties as a faculty of the whole on curricular issues.

2016 Visiting Team Assessment: *At the program level, in February 2016, the program developed its Mission, Vision, and Goals (<http://www.sdstate.edu/impact-2018-annual-report-year-two/unit-meetings>), which illustrate the specific strategic goals/action steps targeted for the year 2019. Members of the Leadership Council (23 members in total) met for more than 40 sessions of listening and dialogue in the development of the program's plan.*

The program's plan has been incorporated into the university-wide Impact 2018 – A Strategic Vision for South Dakota State University (<http://www.sdstate.edu/impact2018/index.cfm>). The program has demonstrated compliance with this condition.

2009 Condition I.1.5, Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*

- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

Previous Team Report (2014): The APR lists plans to administer a pretest/posttest to incoming and outgoing students, archive graduating student portfolios, conduct exit interviews with students, and form an advisory group of local architecture firms as a source of feedback. At this point in time, none of these plans has been implemented. The department also needs to be clear what the university's program review processes are.

2016 Visiting Team Assessment: This condition is now I.1.6 Assessment. The 2016 visiting team found that the program has **Met** the requirements of this condition. The department has implemented the procedures and plans that were in development at the time of the 2014 visit, but were not yet in place.

2009 Condition 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 descriptions¹.*
 - *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.*

¹ A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

- *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

Previous Team Report (2014): The Department of Architecture provided a staffing plan in the APR through fall 2016 that appears appropriate to the program's development. In discussions with the department head, the department is having problems hiring new tenure-track faculty. One of the positions proposed for fall 2014 was not filled, and the search will need to be reopened this year. Because enrollments were not as robust as anticipated, this has not impacted classes offered, but the issue of attracting new faculty is a concern for the department. The new student services coordinator position has not yet been filled. These two positions, along with hiring a shop steward, another tenure-track faculty member, and a full-time instructor are planned for and needed to complete the faculty and staff plan by fall 2016. The APR mentioned that the university has a Course Designation Value table that outlines course instruction method, contact hours, workload units, and scale of course offerings. Although the team did not see the policy, conversations with the faculty confirmed that the department was following it. Assistant Professor Charles McBride is the IDP coordinator. The program provided a draft copy of the department's tenure and promotion guidelines.

2016 Visiting Team Assessment: The 2016 visiting team found that the program has Met the requirements of this condition. Two new faculty positions have been filled. The faculty members have maintained a strong breadth and depth of courses and are highly active in the profession.

2009 Condition 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.

Previous Team Report (2014): According to department head Brian Rex, the architecture reporting structure has changed over the last several years. Currently the department chair reports to the dean of the College of Arts and Sciences. A new Division of Design is being created within the college, and the reporting structures and policies have not been developed. The dean stated that this is an interim structure and that he has set May 2015 as the deadline for deciding these policies.

2016 Visiting Team Assessment: This condition is now 1.2.5 Administrative Structure and Governance. The DoArch is a key component of the School of Design, which resides in the College of Arts and Sciences. While the DoArch program and program director have autonomy—reporting directly to the dean of the College of Arts and Sciences—the DoArch is responsible for coordinating with the four programs under the purview of the director of the School of Design. Within the DoArch, the department director serves as the operating officer of the department and represents the department to all internal and external constituents. With the recent creation of the School of Design, the opportunity to foster collaboration across the related disciplines of Graphic Design, Landscape Architecture, Interior Design, and Studio Arts has greatly increased. While not housed under the same college, other programs, such as Construction Management, routinely collaborate with the DoArch program, which provides students with unique experiences and opportunities in allied disciplines.

2009 Condition I.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.*

Previous Team Report (2014): The financial information presented in the APR was very confusing and did not adequately address the information required. The university had started a new responsibility-based budget model that was two months old at the time of the team visit. In discussions with the president, the dean, and the provost, as well as the CEO of the SDSU Foundation, it was confirmed that contributions from donors were required for instituting a new degree program at SDSU, that pledges and contributions from several architecture firms and private individuals were necessary to initiate the program, and that income from student tuition and discipline-based fees would over time replace donor contributions and generate the funds necessary to operate the department. The goal is to reach a 2016 enrollment of no more than 200 students in the undergraduate and graduate programs together. Enrollment has not grown as quickly as anticipated but neither have expenses, and donor funds should be available for several years past 2016. A review and potential revision of the pro forma would be helpful in determining adequacy of financial resources.

2016 Visiting Team Assessment: *The program has now demonstrated that it has access to appropriate institutional and financial resources to support student learning and achievement as well as faculty needs. The program has provided adequate documentation for these resources in the APR.*

As the program has matured and student enrollment has increased, the financial resources have also increased. The university allocates 37% of generated tuition directly to the program. In addition, the DoArch controls all revenue generated by course fees, awarded grants, and donations to the program made through the SDSU Foundation. The DoArch's ability to sustain financial solvency has provided funding for graduate assistants, student workers, supplies, travel, a supplemental lecture series, books, and instructional equipment.

It is evident that the director of the DoArch has provided strong leadership and financial stewardship, which has enabled great benefits to the program constituents to be realized. The DoArch has also demonstrated financial success in its ability to secure grant funding through industry organizations and state-sponsored research grants as well as scholarship opportunities for DoArch students.

2009 Condition I.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 exhibit² 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.

Previous Team Report (2014): The program provided a faculty exhibit in the university library of the work of one tenured faculty member, two tenure-track faculty, two instructors, and one adjunct faculty member. The current faculty appears to be at the appropriate rank and teaching course work within their expertise, but the majority are only starting their professional career. Additional

² 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.

full-time faculty are needed to provide the range of knowledge and experience necessary for student achievement throughout the entire program as it adds the graduate level coursework.

2016 Visiting Team Assessment: 2009 Condition I.3.3 no longer exists in the 2014 *Conditions for Accreditation*. In addition, the faculty exhibit is now optional, and the DoArch chose not to assemble the exhibit for this visit. The faculty CVs were included in the APR under Condition I.2.1 Human Resources and Human Resource Development. The 2016 visiting team found that the faculty as a whole reflect the range of knowledge and experience necessary to promote student achievement. The team expressed concern that only one faculty member is currently licensed as an architect, while two others are approaching licensure and nearing completion of the ARE.

2009 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.

Previous Team Report (2014): The Conditions for Accreditation, Appendix 3, requires the following documents be provided in the team room for review, but only those with check marks (✓) were available. Several documents were found in the APR with references to others through various links on the SDSU and/or the DoArch web sites. Several links were followed without success.

- Studio Culture Policy ✓
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - Position descriptions for all faculty and staff
 - Rank, Tenure, & Promotion
 - Reappointment
 - EEO/AA ✓
 - Diversity (including special hiring initiatives)
 - Faculty Development, including but not limited to research, scholarship, creative activity, or sabbatical.
- Student-to-Faculty ratios for all components of the curriculum (i.e., studio, classroom/lecture, seminar)
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements ✓
- Advising Policies; including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs ✓
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g., cheating and plagiarism) ✓
- Policies on library and information resources collection development ✓
- A description of the information literacy program and how it is integrated with the curriculum.

2016 Visiting Team Assessment: All of the documents that were required for the 2014 visit were provided to the 2016 visiting team, including material on the DoArch website and in the department's notebook of policies found in the team room.

2009 Criterion 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.*

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 WHOLE BUILDING STUDIO II: Collaboration and ARCH 452 ARCHITECTURE STUDIO III. Students demonstrated an ability to process information and find creative solutions that reflected diversity of thought. This was also found in ARCH 652 PROFESSIONAL DESIGN PRACTICE II.

2009 Criterion 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.*

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: This criterion is now SPC B.4 Technical Documentation per the *2014 Conditions for Accreditation*. The team found this criterion to be **Not Met**. Evidence of student achievement at the ability required to meet this criterion at the prescribed level was not found. In ARCH 421 BUILDING MEDIA III: Workflows and the student work associated with it, the team did not find evidence of curriculum covering outline specifications or student achievement in this area.

2009 Criterion A.5, Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.*

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: This criterion is now SPC A.3 Investigative Skills. The 2016 team found this criterion to be **Met**. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 ARCHITECTURE STUDIO II, which reflected students' acquired skills in the gathering, investigation, and analysis of information.

2009 Criterion 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.*

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: This criterion is now SPC A.5 Ordering Systems. The 2016 team found this criterion to be **Met**. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 352 ARCHITECTURE STUDIO I, including the ability to apply fundamentals in systems in both natural and formal design.

2009 Criterion 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.*

Previous Team Report (2014): While the team found evidence of European and US modern architecture, there was no student evidence pertaining to the breadth and depth of the requirements of other international settings.

2016 Visiting Team Assessment: This criterion was revised per the 2014 *Conditions for Accreditation*, and it is now SPC A.7 History and Culture. The team found evidence of student achievement at the prescribed level in a number of courses, including ARCH 341 BUILDING HISTORY III: Culture, ARCH 492/592 TOPICS IN ARCHITECTURE, and ARCH 692 TOPICS IN ARCHITECTURE. This SPC is, therefore, **Met**.

2009 Criterion 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.*

Previous Team Report (2014): The program indicates that this SPC will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: This criterion is now included in the 2014 *Conditions for Accreditation* as SPC A.8. The team found that this criterion is still **Not Met**. Neither the course curriculum nor relevant student work adequately demonstrated that students had achieved this understanding.

2009 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.

Previous Team Report (2014): The program indicates that these SPCs will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: Please refer to the team comments and assessments for specific SPC for Realms B and C under Part II.1.1. Student Performance Criteria.

2009 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.

Previous Team Report (2014): The program indicates that these SPCs will be covered in courses that have not yet been taught.

2016 Visiting Team Assessment: Please refer to the team comments and assessments for specific SPC for Realm D (formerly included under Realm C) under Part II.1.1. Student Performance Criteria.

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.*

Previous Team Report (2014): NAAB requires a minimum of 45 semester credits in general (non-architecture) studies. A review of the undergraduate Bachelor of Science in Architectural Studies provided in the APR indicates that there are only 44 credits in general education, as Arch 109, while qualifying for the university's requirements for general education, does not meet NAAB's requirement because it covers architecture material and general education courses are those that do not have architectural content. A review of the planned BFA in Architecture starting fall 2015 also may not meet the general education requirements.

2016 Visiting Team Assessment: This condition is now Met. The DoArch offers only two degrees, as noted on the department website. The Master of Architecture (M. Arch) is the candidate professional degree and represents the last 48 credit hours of professional-level study. The Bachelor of Fine Arts (BFA) in Architecture is a preprofessional, 120-credit-hour degree, of which the last 49 credit hours of study are at the professional level.

2009 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.

Previous Team Report (2014): While the program APR described processes that the Department of Architecture established for academic assessment, the team feels the rigor of the assessment strategies does not meet the intended results of the curriculum review criterion. The team does recognize that the department is in its infancy and that an effective curriculum review process is an ongoing endeavor. The team expects future teams will have the opportunity to see the results of a rethinking of the intent of this criterion, as well as how the criterion is to be met. In addition, the academic assessment procedures described did not indicate that licensed architects were included as required by this criterion.

2016 Visiting Team Assessment: This condition is now included within II.2.2 Professional Degrees and Curriculum. Please see the 2016 team comments above under II.2.2 Professional Degrees and Curriculum. This condition is now **Met**.

2009 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*

Previous Team Report (2014): The APR notes on page 133 that access to Career Development Information can be found at <http://catalog.sdstate.edu>. However, the required information could not readily be located at that URL.

2016 Visiting Team Assessment: This condition is now **Met**. The university Office of Career Development provides a website with career development information and resources for students and employers, including information about career fairs and career workshops. The DoArch also has a career development site that includes a link to sample student portfolios, which is an important student resource.

2009 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.

Previous Team Report (2014): These materials could not be found in the library using the library's catalog search or in the department office. In addition these materials are not available to the public on the DoArch website.

2016 Visiting Team Assessment: [This condition is now Met.](#) The DoArch provides direct links to the 2014 APR for Initial Candidacy, the 2014 VTR, and the March 10, 2015 decision letter from the NAAB notifying the university that the program was granted continuation of candidacy.

2009 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.*

Previous Team Report (2014): This criterion is not yet applicable because the school has not graduated its first cohort of students from the Master of Architecture program.

2016 Visiting Team Assessment: [This condition is still not applicable.](#) The first cohort of students graduated in May 2016, and none have taken sections of the ARE yet.

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 and 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. This includes 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. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: The APR for the 2016 Analysis/Review clearly defines the DoArch program's history and the mission of SDSU, which is located in Brookings, South Dakota. The candidate program is delivered by the DoArch within the School of Design, which is in the College of Arts and Sciences.

SDSU is South Dakota's public land grant institution and is the largest university in the state. Brookings, a quintessential college town, is a charming and supportive community with good connections to the university. The town lies midway along the state's eastern border with Minnesota and is 1 hour north of Sioux Falls, the state's largest city. Brookings and the university were established simultaneously, have grown together, and have developed a very supportive and symbiotic relationship between 24,000 town citizens and 12,725 students. The university attracts most of its students from within the state, and also has students from southwestern Minnesota, western Iowa, and northeastern Nebraska. South Dakota is one of the last states in the United States without an accredited architecture program. A more detailed history of the university can be found on its website: <https://www.sdstate.edu>

The history of the DoArch corresponds consistently to the mission of the university, the School of Design, and the College of Arts and Sciences, as defined below:

SDSU offers a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities, and research, innovation, and engagement that improve the quality of life in South Dakota, the region, the nation, and the world. An updated version of the SDSU mission can be found on the university's website: <https://www.sdstate.edu/impact2018/mission.cfm>

The College of Arts and Science's mission is to maintain collaborative support of the DoArch, as defined on the university's website: <https://www.sdstate.edu/as/about/mission/index.cfm>

The School of Design's mission is to also maintain strong support for the DoArch: <https://www.sdstate.edu/design/>

The DoArch's mission is found on the following website: <https://www.sdstate.edu/architecture/mission-goals>. The DoArch is focused on training design students for professional practice and collaborates with the Graphic Design, Landscape Architecture, Interior Design, and Studio Arts programs under the School of Design. This collaboration at an early stage in the program is a unique multi-disciplinary learning opportunity for students.

The program's response to the History and Mission condition satisfies the requirements of the condition.

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 non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The program has included a comprehensive architecture policy document, including a detailed studio culture policy, on its website: <https://www.sdstate.edu/architecture-policies>. The adopted policy is available to all members of the department and clearly addresses campus-wide and community-wide activities. The policy was developed by and is intended to be reviewed by the Studio Culture Committee (part of the Student Advisory Board), which is made up of students, faculty, School of Design representatives, the AIAS, and outside professionals. This condition is **Met**.

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 as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- 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.

2016 Analysis/Review: Since the previous visit, the DoArch has implemented a studio culture policy outlining guidelines and requests for what is expected in a studio environment during classes and outside of class time. Within the DoArch by-laws, particular value is given to the specific areas in which faculty members support students. These areas are procedural culture, design culture, research, and outreach culture. They promote an environment for advanced learning and growth for both the student body and the faculty. The department has been able to enroll students from several countries and has new faculty members who have provided a new look into design and have begun to enhance program diversity. Students have demonstrated that the growth of the department has resulted in a safe space in which to teach and learn. Program policies are in place at the university level for Equal Employment Opportunity/Affirmative Action. This condition is **Met**.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

2016 Analysis/Review: The School of Design and the DoArch have established an initial collaborative effort as part of DSGN 109 FIRST YEAR SEMINAR, which serves as the beginning of a meaningful and successful journey for students through the program. This nurturing effort fosters the development of effective communication among students of different disciplines and an understanding of effective project delivery and strong leadership in the communities in which the future professional architects will work.

- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

2016 Analysis/Review: Students understand and appreciate the rural context in which they reside in the state of South Dakota. The program also promotes a global understanding with regard to design and problem resolution. In the graduate program, the curriculum covered in the 500- and 600-level courses offers a dynamic understanding of what can be achieved in various contexts. Students study the functioning and organization of multi-disciplinary firms and achieve a working ability to recognize problems within the design process. In these upper-division-level courses, the DoArch develops students' critical design thinking skills and the capability to engage with the complexity of challenges within the profession.

- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

2016 Analysis/Review: The DoArch maintains a focus on the transition that students make into the profession following graduation. The basis for this is the four-course professional practice series, which provides a broad foundation for this transition during the last four semesters of the graduate program. The professional practice courses parallel the students' exposure to practice within the studio context. Students in this sequence are assigned work that allows them to gain AXP (formerly IDP) credit via the Emerging Professional's Companion (EPC), which provides a context for learning about education, internships, employment, examinations, and licensure.

Several student internships have been available at architectural firms and in the offices of allied professions and trades in South Dakota, neighboring states, and other regions. Students experience some challenges in finding these internships during the school year, as there are few firms in the immediate university area.

Each semester, the AIA Licensing Advisor State Coordinator and the Licensing Advisor SDSU Education Coordinator offer a lunchtime lecture on NCARB, AXP, internships, the ARE, and other topics that are relevant to emerging professionals. The lecture, sponsored by the AIAS, is one of the activities through which the AIAS chapter partners with AIA South Dakota (SD). As an outcome of this partnership, students are given a day off from courses to attend the AIA SD Convention, which is held in Sioux Falls.

Students are also exposed to opportunities in non-traditional careers applicable to architectural graduates. A number of students take courses in the Construction Management program, and this helps to broaden exposure to other professional opportunities. At the team's meeting with students, slightly more than one-half of the students indicated that they would be pursuing licensure after graduation—a not uncommon percentage.

- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

2016 Analysis/Review: The DoArch curriculum promotes student recognition of the need to be critical about environmental issues and be aware of what students can do in the architecture

profession to improve upon the environment, especially during this time of climate change. Some of the courses offered cover topics in passive systems and structures in architecture. There is a narrow focus on environmental topics in upper-level courses. These topics have not yet been incorporated into the entire program.

- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2016 Analysis/Review: The program's successful outreach project targeting small South Dakota towns and cities (Webster, Mobridge, Volga, and Huron) provides an opportunity for students to experience the practical aspect of collaborating with local citizens, city officials, and contractors in a manner that is not possible in an on-campus environment. This outreach project is an important component of the program's approach to social responsibility and is a primer for continued civic engagement with towns and cities as future professionals.

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

2016 Analysis/Review: At the program level, in February 2016, the program developed its Mission, Vision, and Goals (<http://www.sdstate.edu/impact-2018-annual-report-year-two/unit-meetings>), which illustrate the specific strategic goals/action steps targeted for the year 2019. Members of the Leadership Council (23 members in total) met for more than 40 sessions of listening and dialogue in the development of the program's plan.

The program's plan has been incorporated into the university-wide Impact 2018 – A Strategic Vision for South Dakota State University (<http://www.sdstate.edu/impact2018/index.cfm>). The program has demonstrated compliance with this condition.

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 multi-year 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.

2016 Analysis/Review: Following the previous team visit, thoughts on deficiencies were reviewed, and, in response, the DoArch implemented a process for self-assessment involving informal meetings of small groups of faculty members. The understanding was that this form of direct engagement would be the most efficient and productive. The assessment process is now part of an ongoing effort within the School of Design.

As part of the assessment process, minutes are taken during faculty meetings in order to understand the professional growth process and gauge program needs. These minutes are required by the DoArch's by-laws. Student evaluations of classes are also submitted.

The university-wide faculty handbook has also been updated for the 2015-2016 academic year. Section 5 of the handbook provides for assessment, evaluation, and procedures for growth.

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. This includes 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 Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, 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

2016 Analysis/Review: The department currently has seven full-time faculty members. One is tenured, three are in tenure-track positions, and three are instructors. The program is supported by one administrative assistant whose responsibilities range from student advising to personal guidance to financial management. Among the full-time faculty members, one is a licensed architect in South Dakota, three are AIA associate members, and two are pursuing architectural licensure. One has USGBC LEED BD+C accreditation. All of the faculty members are active in a variety of professional and community organizations.

The program's overall faculty/student ratio is comparable to other peer professional architecture degree programs. The teaching loads of the seven full-time faculty members are heavy when considering the expectations for their participation in research and service. Despite this situation, all of the faculty members are producing exemplary scholarship and research that has been recognized regionally, nationally, and internationally. The department is supportive of faculty scholarship and continuing education, and contributes travel funds to enable faculty to disseminate their research at professional conferences and symposia. The faculty participate in design reviews at regional schools and engage in travel to supplement their research agendas.

Mentorship of junior faculty is the responsibility of the assigned faculty mentor, department director, and dean, as described in the faculty handbook. With only one tenured faculty member, who is also the department director, junior faculty in the program have limited opportunities for program-specific mentorship outside of what that individual can provide. Despite this challenge, the university does have a structured tenure and promotion process, which requires junior faculty to create a Professional Development Plan, complete annual reviews, and complete a third-year review prior to submitting their dossier for tenure and promotion to associate professor or professor. Junior faculty may also enlist tenured faculty outside of the department to serve as mentors for the tenure and promotion process.

With regard to support services for students, the program is fortunate to have a university network of professional academic advisors assigned to enrolled architecture students. This team of advisors coordinates responsibility for advising students throughout all levels of the program. There are dedicated professional academic advisors for underclassmen, which permits DoArch faculty to have more time to advise and mentor students in the professional program. All students enrolled in the program are tracked and advised before each semester begins through a web-based database, which ensures student retention and academic progression through required program courses.

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, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Analysis/Review: The program's physical resources are adequate to support pedagogical and student achievement. The team reviewed the Physical Resources section of the APR and then toured the facilities, including those in the AME Building, the first-year studio space, the former mechanical engineering shop in the northwestern part of the campus, and the imaging laboratory in Yeager Hall.

Completion of the AME Building has had a significant impact on the ability of the program to serve students, faculty, administration, and staff. The third floor of the building, comprising 13,493 square feet, is used exclusively by the DoArch, and 9,955 square feet of this floor is assigned to open studio space. High ceilings and some absorbent wall material ensure reasonable acoustical performance during studio sessions. In addition to having offices, an archives room, and exhibition space, the third floor also includes a photo/image laboratory and a fabrication laboratory. All students are assigned "cold" desks (i.e., assigned and not shared), and there is ample work space. The third floor has ample sunlight from windows on the north and south sides. Space is flexible for use for display, individual or collaborative work, and studio pin-up sessions.

Facilities for faculty and staff are sufficient, with each faculty member having a private office. There are two offices that could be reserved for future faculty and a graduate advisor room off the studio area. Exhibition space is provided on the third floor just off the elevator and in front of the conference room, and in the two spaces on either side of the room used as the team room for this visit.

The first floor of the AME Building contains the workshop, which is shared with the departments of Mechanical Engineering, Construction Management, and Mathematics. The DoArch has dedicated workshop space at the west end of this workshop, and this space includes a digital fabrication room and a wood and model shop. There is also an assembly area that connects to an outdoor laydown space, which is shared with the other disciplines. The shared space that makes up the bulk of the workshop has equipment and assembly areas that are primarily used by the other disciplines, but they provide some opportunities for collaborative use between the architecture program and the other disciplines.

The program makes use of two other facilities on campus. The imaging laboratory in Yeager Hall, which is staffed every day until 9:00 p.m., contains a wide range of printing, copying, scanning, and plotting equipment, including large format equipment. One room in the center of the laboratory houses three 3D printers and a 3D scanner. Architecture students make frequent use of these facilities. The first-year studios are held in one large open studio in a building in the northwestern corner of the campus. While this building is older and somewhat remote, it has been adapted to serve the instructional and studio needs of the program and to provide an exciting introduction to the program for first-year students.

Since the program has just moved into the AME Building, and since there appears to be room to accommodate an increase in both students and faculty, the department has not identified any problems with respect to its physical resources. Students report that the studio space temperature controls are deficient, especially during cold weather.

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

[X] Demonstrated

2016 Analysis/Review: The program has demonstrated that it has access to appropriate institutional and financial resources to support student learning, scholarship, achievement, and research that is a priority for both the university and the program. This research directly supports the advancement of the professional program. As a state university, SDSU receives most of its funds from tuition. SDSU's DoArch is the only professional architecture program in the state university system, which provides the program with a unique opportunity to partner with local industry and the professional design community. This partnership has been instrumental in providing the primary financial support to bridge the revenue/cost gap and assist the program in becoming a self-sustaining entity.

As the program has matured and student enrollment has increased, the financial resources have also increased. The university allocates 37% of generated tuition directly to the program. In addition, the DoArch controls all revenue generated by course fees, awarded grants, and donations to the program made through the SDSU Foundation.

Program faculty have developed mutually beneficial relationships with local manufacturers that provide support for student work and faculty research. The DoArch's ability to sustain financial solvency has provided funding for graduate assistants, student workers, supplies, travel, a supplemental lecture series, books, and instructional equipment.

It is evident that the director of the DoArch has provided strong leadership and financial stewardship, which has enabled great benefits to the program constituents to be realized. The DoArch has also demonstrated financial success in its ability to secure grant funding through industry organizations and state-sponsored research grants as well as scholarship opportunities for DoArch students.

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 the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural 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

2016 Analysis/Review: The program has demonstrated that it provides the appropriate access to resources to support the information requirements of students, faculty, and staff. The architectural collection and information resources are housed in the Hilton M. Briggs Library. The architectural collection is the fastest growing component of the library's collections. Acquisitions are funded via an annual department budget of \$2,000. The SDSU Foundation provides another \$2,000 annually for these acquisitions. In addition to providing books, the library provides 99 architectural journals in print and on line.

The library also has more than 100 databases, including journals, magazines, newspapers, and books. These resources can be accessed by students and faculty members on campus and remotely when off campus. A subject librarian is assigned to coordinate materials and develop the Architecture Library Research Guide. Key databases available through the library include the Avery Index, ARTstor, JSOR, and Arts and Humanities Citation Index.

Since the university is a land grant institution with a long history of service to the state of South Dakota, the library has an extensive Documents Department with over 573,000 government documents, many of which are important resources for the DoArch.

The library is an 8-minute walk from the third-floor studio space in the AME Building. Students indicated that they were impressed with the library's offerings.

In addition to providing information resources, the library provides research assistance and instruction on how to use the facility. This instruction is integrated into two of the degree program's courses: ARCH 241 BUILDING HISTORY I: Construction and ARCH 342 BUILDING HISTORY IV: Urbanism.

While the library has supported the program in its efforts to increase and broaden the architectural collection, available space in the library is limited. To meet the needs of the architecture program and other programs, the library has put printed materials online and condensed some collections in order to maintain significant in-print resources.

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 the 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

2016 Analysis/Review: The DoArch is a key component of the School of Design, which resides in the College of Arts and Sciences. While the DoArch program and program director have autonomy—reporting directly to the dean of the College of Arts and Sciences—the DoArch is responsible for coordinating with the four programs under the purview of the director of the School of Design. Within the DoArch, the department director serves as the operating officer of the department and represents the department to all internal and external constituents. With the recent creation of the School of Design, the opportunity to foster collaboration across the related disciplines of Graphic Design, Landscape Architecture, Interior Design, and Studio Arts has greatly increased. While not housed under the same college, other programs, such as Construction Management, routinely collaborate with the DoArch program, which provides students with unique experiences and opportunities in allied disciplines.

The governance of the DoArch is established through by-laws, which detail the vision as well as the administrative and procedural operation of the program. An additional set of by-laws for the School of Design provides a larger context in which the DoArch engages the college and university.

Each member of the architecture faculty contributes to the curriculum development and assessment of learning outcomes. Weekly faculty meetings are held to promote dialogue on important department issues, such as program planning, curriculum development, budget, recruitment and staffing concerns.

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

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 research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

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 appropriate representational media both with peers and with the general public.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 652 PROFESSIONAL DESIGN PRACTICE II and throughout the program. Students spoke articulately in studios and in their meeting with the team.

A.2 Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 WHOLE BUILDING STUDIO: Collaboration and ARCH 452 ARCHITECTURE STUDIO III. Students demonstrated an exceptional ability to process information and find creative solutions that reflected diversity of thought. This ability was also found in ARCH 652 PROFESSIONAL DESIGN PRACTICE II. The team found this SPC to be **Met with Distinction**.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 ARCHITECTURE STUDIO II, which reflected students' acquired skills in the gathering, investigation, and analysis of information.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 352 ARCHITECTURE STUDIO I, in which students demonstrated basic design skills. These skills were also evident in other 400- to 600-level courses.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 352 ARCHITECTURE STUDIO I, including the ability to apply fundamentals in systems in both natural and formal design.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 ARCHITECTURE STUDIO II and ARCH 551 WHOLE BUILDING STUDIO I: Individual.

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, and technological factors.

[X] Met

2016 Team Assessment: The team found evidence of student achievement at the prescribed level in several courses, including ARCH 341 BUILDING HISTORY III: Culture, ARCH 492/592 TOPICS IN ARCHITECTURE, and ARCH 692 TOPICS 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 buildings and structures.

[X] Not Met

2016 Team Assessment: The team found that neither the course curriculum nor relevant student work adequately demonstrated that students had met this understanding.

Realm A. General Team Commentary: Within Realm A, the team found evidence that students, in both high- and low-pass work, demonstrated ability where required through the curriculum and through examples of student achievement. The exception was A.8 Cultural Diversity and Social Equity, where the level of understanding required was not found. A diverse range of course projects displayed commendable design exploration and methodologies. Student work exhibited a keen understanding of

design thinking through the use of conceptual diagramming, physical modeling, and hands-on material investigation.

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. Additionally, 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, 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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 551 WHOLE BUILDING STUDIO I: Individual and in a review of student work that demonstrated the students' ability to prepare a comprehensive program for an architecture project.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 551 WHOLE BUILDING STUDIO I: Individual and in a review of student work that demonstrated the students' ability to respond to site characteristics.

B.3 Codes and Regulations: *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 551 WHOLE BUILDING STUDIO I: Individual and in a review of student work that demonstrated the students' ability to design sites, facilities, and 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] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found to demonstrate the required ability to meet this criterion. In a review of student work prepared for ARCH 421 BUILDING MEDIA III: Workflows, the team did not find evidence of outline specifications in the curriculum or in student work.

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

[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found to demonstrate the required ability to meet this criterion.

B.6 Environmental Systems: Understanding of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Not Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work that was prepared to illustrate an understanding of this criterion, particularly in subjects related to active systems.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 631 BUILDING TECHNOLOGY II: Envelopes, including student examinations.

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.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for CM 216/L CONSTRUCTION METHODS AND MATERIALS LAB, including student examinations.

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

[X] Not Met

2016 Team Assessment: The team did not find evidence of communication, security, or fire protection systems in student work.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 572 ARCHITECTURAL PRACTICE II: Economics, including examinations. A lecture series also contributed to an understanding of this criterion.

Realm B. General Team Commentary: ARCH 551 WHOLE BUILDING STUDIO I: Individual and ARCH 552 WHOLE BUILDING STUDIO II: Collaboration provide significant opportunities for students to display their ability and understanding regarding building design practices and technical skills. While these studios occur in students' fourth and fifth semesters, respectively, a number of other courses in the curriculum also promote students' understanding of building envelopes and technological precedents. The Student Performance Criteria in this realm are met with the exception of B.5., B.6, and B.9.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

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

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 652 PROFESSIONAL DESIGN PRACTICE II.

C.2 Evaluation and Decision Making: *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 551 WHOLE BUILDING STUDIO I: Individual.

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] Not Met

2016 Team Assessment: This SPC is Not Met. Environmental stewardship, accessibility, life safety, and active environmental systems were not present or were not sufficiently exhibited in student work.

Realm C. General Team Commentary: Student work within this realm exhibited research-intensive projects that were crafted with an emphasis on architectural investigations of site and structure. Additionally, the student work conveyed critical thought and exploration of the building envelope. While the implementation of these concepts was effectively tested through physical and digital models, there was a lack of integration of the allied disciplines of mechanical, electrical, plumbing, fire, and communication systems as well as issues of life safety and accessibility.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting 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 relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 652 PROFESSIONAL DESIGN PRACTICE II. Student work in this course reflected an understanding of the role, relationships, and responsibilities of the architect in the context of public and private 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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 672 ARCHITECTURAL PRACTICE IV: Management. Student work reflected an understanding of the range of methods and procedures covered by this SPC.

D.3 Business Practices: *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 572 ARCHITECTURAL PRACTICE II: Economics. This included student exercises in the business organization and planning of architectural firms, including marketing and financial management.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 571 ARCHITECTURAL PRACTICE I: Regulation. This course covered a range of regulatory and legal considerations with a focus on professional service contracts, which were explored by students in some depth. Evidence was also found in ARCH 672 ARCHITECTURAL PRACTICE IV: Management.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in ARCH 672 ARCHITECTURAL PRACTICE IV: Management. The thorough coverage of the AIA Code of Ethics and Professional Conduct in this course was reflected in student quiz essay responses. Evidence was also found in ARCH 652 PROFESSIONAL DESIGN PRACTICE II.

Realm D. General Team Commentary: The fact that the team found evidence of student achievement to support each of the five Student Performance Criteria in Realm D is the result of a strong professional practice curriculum. This spans the series of four courses under ARCHITECTURAL PRACTICE as well as PROFESSIONAL DESIGN PRACTICE I and II, through which students are prepared for and engaged in practice in different settings (private and public; large and small firms).

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order 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); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: The APR includes the most recent letter from the Higher Learning Commission, a Commission of the North Central Association of Colleges and Schools, dated April 29, 2010. The letter indicates that the commission voted on April 19, 2010, to continue the accreditation of South Dakota State University.

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

The B. Arch, M. Arch, and/or D. Arch are titles used exclusively with NAAB-accredited professional degree programs.

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

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

[X] Met

2016 Team Assessment: The DoArch offers only two degrees, as noted on the department website. The Master of Architecture (M. Arch) is the candidate professional degree and represents the last 48 credit hours of professional-level study. The BFA in Architecture is a preprofessional, 120-credit-hour degree, of which the final 49 credit hours of study are at the graduate level.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate 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 coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that 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 prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: The team found evidence of the process by which students are assessed and accepted into the program in the admissions documents, on links provided by the program, and in a clear description in the APR. The program provided a thorough description of the evaluation policies and process, and it was supported by the online resources of the department and the university.

Students accepted into the graduate program follow three possible tracks to a degree. First, there are internal candidates from SDSU who are already enrolled in the BFA in Architecture program, and they may qualify for the graduate program. Some students begin their SDSU careers in the DoArch, while others may transfer from other departments. The students from other departments must meet the requirements for the BFA before proceeding to the graduate program. Second, students from a comparable preprofessional degree program are evaluated for acceptance into the program, and, depending on the review for admissions, may be accepted for advanced placement with completion of a degree in 2 years. Third, students with a 4-year degree in another discipline from another institution may be accepted for completion of the M. Arch in 3 years.

The program maintains "Program Introduction" documents for each track, which are available on the DoArch website. Internal candidates are evaluated using a Transfer Evaluation form to verify professional program prerequisites, such as those in General Physics and Construction Materials and Assemblies. Parallel requirements are applied to external candidates with preprofessional degrees from other institutions.

As referenced in the APR, of key importance is the policy that no advanced standing in graduate level professional ARCH courses is permitted. All 45 credit hours of required ARCH prefix graduate courses must be completed at SDSU. The graduate elective, upon approval by the teaching discipline and the graduate school, can be transferred from another institution.

Admission to the graduate level is granted on the basis of study for a preprofessional degree and the verification of prerequisites, and not on the evaluation of any Student Performance Criteria prior to the graduate program.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the general 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

2016 Team Assessment: [The exact language from the NAAB Conditions for Accreditation is found on the DoArch's "Accreditation" page. The first two paragraphs of the NAAB Statement are also found in the "Program Introduction" documents for the three tracks to the M. Arch degree noted in the section above. The team concluded that these informational documents were supplemental to the "Accreditation" page.](#)

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: [The DoArch provides a direct link via its "Accreditation" page to both the NAAB 2014 Conditions for Accreditation and the NAAB 2015 Procedures for Accreditation \(the most current version\).](#)

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

2016 Team Assessment: [The university Office of Career Development provides a website with career development information and resources for students and employers, including information about career fairs and career workshops. The DoArch also has a career development site that includes a link to sample student portfolios, which is an important student resource.](#)

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.³
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: [The DoArch provides direct links to the 2014 APR for Initial Candidacy, the 2014 VTR, and the March 10, 2015 decision letter from the NAAB notifying the university that the program was granted continuation of candidacy.](#)

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] Not Applicable

2016 Team Assessment: [This condition is not applicable. The program does not currently have ARE pass rates, as it is a candidate school. The first cohort of M. Arch students graduated in May 2016 and have not taken any sections of the ARE yet.](#)

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

2016 Team Assessment: [The DoArch website provides links to the required documentation for both admissions and advising. In addition to the general university-wide admissions information, there are documents that are specific to admissions to the architecture program, including a separate informational summary for each of the three tracks to the M. Arch degree noted in Part II Section 3 – Evaluation of Preparatory Education. The portfolio requirement is defined in the application materials.](#)

Advising is structured on several levels. The university provides the First Year Advising Center for New Students, which offers a range of resources to incoming students. At the college level, a staff member serves as an advisor to the students in the architecture program. At the department level, faculty members are assigned students whom they advise.

³ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

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

2016 Team Assessment: The DoArch website includes a "Student Financial Information" page. This includes information on assistantships, student course loads, and scholarship opportunities. The link to the Free Application for Federal Student Aid (FAFSA) is also provided on this page, as are links to the university-wide sites for information on university tuition and fees. There is information on this website regarding the required DoArch course fee (currently set at \$440.90 per credit hour). The university's Office of Financial Aid website provides information on, and links to, a wide range of student financial information, including costs, scholarships, and financial aid.

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] Not Met

2016 Team Assessment: The DoArch states in the APR that "all data submitted to the NAAB through the 2015 ASR is accurate and consistent with reports sent to other national and regional agencies"; however, this condition is **Not Met** because the Office of Planning, Decision Support, and Assessment (the office responsible for preparing statistical data for the DoArch) will not sign the required statement. As explained in the APR, this is the case because the definitions used by the DoArch for categories such as faculty credentials and degree types are inconsistent with those provided by the university's office. The office has agreed to schedule a meeting with the DoArch in order to establish agreed-upon standards for preparing information that are consistent with both the Annual Statistical Report format and the NAAB's definitions. The APR indicates that this situation has been brought to the attention of the NAAB.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[X] Not Applicable

2016 Team Assessment: This condition is not yet applicable because the program is still in candidacy. Accordingly, the DoArch has not been required to submit Interim Progress Reports to the NAAB.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.2 Design Thinking Skills

Appendix 2. Team SPC Matrix

NAAB Student Performance Criteria Matrix for the Professional M.Arch. Degree at SDSU

(NAAB 2014 Guidelines for Accreditation - All SPCs are met in the NAAB-accredited program)

		A.01: Ability in Professional Communication Skills	A.02: Ability in Design Thinking Skills	A.03: Ability in Investigative Skills	A.04: Ability in Architectural Design Skills	A.05: Ability in Creative Systems	A.06: Ability in Use of Resources	A.07: Understanding of History & Culture	A.08: Understanding Cultural Diversity & Social Equity	B.01: Ability to Prepare Pre-Design	B.02: Ability to Prepare Site Design	B.03: Ability to Design with Codes & Regulations	B.04: Ability to Make Technical Documentation	B.05: Ability to Demonstrate Structural Systems	B.06: Ability to Demonstrate Environmental Systems	B.07: Understanding Building Envelope Systems & Assemblies	B.08: Understanding Building Materials & Assemblies	B.09: Understanding Building Service Systems	B.10: Understanding Financial Considerations	C.01: Understanding Research	C.02: Ability to Demonstrate Integrated Evaluations & Decision Making	C.03: Ability to Make Integrative Design	D.01: Understanding Stakeholder Roles in Architecture	D.02: Understanding Project Management	D.03: Understanding Business Practices	D.04: Understanding Legal Responsibilities	D.05: Understanding Professional Conduct	NAAB Student Performance Criteria	
Fall 1st Year																											Fall 1st Year		
ART 121	DESIGN I 2D																											DESIGN I 2D	
DSGN 109	FIRST YEAR SEMINAR																											FIRST YEAR SEMINAR	
ENGL101	COMPOSITION I																											COMPOSITION I	
MATH 120	TRIGONOMETRY																											TRIGONOMETRY	
ANTH 210	CULTURAL ANTHROPOLOGY																											CULTURAL ANTHROPOLOGY	
Spring 1st Year																											Spring 1st Year		
DSGN 152	FUNDAMENTAL BLDG DESIGN STUDIO																											FUNDAMENTAL BLDG DESIGN STUDIO	
DSGN 110	CREATIVE COGNITION																											CREATIVE COGNITION	
SPCM 101	FUNDAMENTALS OF SPEECH																											FUNDAMENTALS OF SPEECH	
PHYS 111L	INTRO TO PHYSICS II LAB																											INTRO TO PHYSICS II LAB	
PSYC 101	GENERAL PSYCHOLOGY																											GENERAL PSYCHOLOGY	
Fall 2nd Year																											Fall 2nd Year		
ARCH 221	BLDG ARTS STUDIO I																											BLDG ARTS STUDIO I	
ARCH 221	BLDG MEDIA I: Drawing																											BLDG MEDIA I: Drawing	
MNET231L	MANUFACTURING PROCESSES I & LAB																											MANUFACTURING PROCESSES I & LAB	
GEOG131L	WEATHER & CLIMATE/LAB																											WEATHER & CLIMATE/LAB	
Spring 2nd Year																											Spring 2nd Year		
ARCH 252	BUILDING ARTS STUDIO II																											BUILDING ARTS STUDIO II	
ARCH 241	BLDG HISTORY I: Construction																											BLDG HISTORY I: Construction	
ENGL 283	INTRO TO CREATIVE WRITING																											INTRO TO CREATIVE WRITING	
Fall 3rd Year																											Fall 3rd Year		
ARCH 351	BLDG COLLABORATION WORKSHOP																											BLDG COLLABORATION WORKSHOP	
ARCH 242	BLDG HISTORY II: Profession																											BLDG HISTORY II: Profession	
ARCH 331	BLDG SHOP I																											BLDG SHOP I	
Professional Semester 1 / Spring 3rd Year		Beginning of professional studies																									Professional Semester 1 / Spring 3rd Year		
ARCH 352	ARCHITECTURE STUDIO I																											ARCHITECTURE STUDIO I	
ARCH 321	BLDG MEDIA II: Modeling																											BLDG MEDIA II: Modeling	
ARCH 341	BLDG HISTORY III: Culture																											BLDG HISTORY III: Culture	
CM232L	COST ESTIMATING & LAB																											COST ESTIMATING & LAB	
CM 216L	CONSTRUCTION METHODS & MATERIALS LAB																											CONSTRUCTION METHODS & MATERIALS LAB	
Professional Semester 2 / Fall 4th Year																											Professional Semester 2 / Fall 4th Year		
ARCH 451	ARCHITECTURE STUDIO II																											ARCHITECTURE STUDIO II	
ARCH 332	BLDG SHOP II																											BLDG SHOP II	
ARCH 401	ARCHITECTURAL PORTFOLIO																											ARCHITECTURAL PORTFOLIO	
ARCH 342	BLDG HISTORY IV: Urbanism																											BLDG HISTORY IV: Urbanism	
ARCH 421	BLDG MEDIA III: Workflows																											BLDG MEDIA III: Workflows	
CM 353L	CONSTRUCTION STRUCTURES & LAB																											CONSTRUCTION STRUCTURES & LAB	
Professional Semester 3 / Spring 4th Year																											Professional Semester 3 / Spring 4th Year		
ARCH 452	ARCHITECTURE STUDIO III																											ARCHITECTURE STUDIO III	
ARCH 382	BLDG TRAVEL																											BLDG TRAVEL	
ARCH 411	BLDG TECH I: Site & Surroundings																											BLDG TECH I: Site & Surroundings	
ARCH 431	BLDG SHOP III																											BLDG SHOP III	
ARCH 492/592	TOPICS IN ARCHITECTURE																											TOPICS IN ARCHITECTURE	
CM 443/543	CONSTRUCTION PLANNING & SCHEDULING																											CONSTRUCTION PLANNING & SCHEDULING	
Professional Semester 4																											Professional Semester 4		
ARCH 551	WHOLE BLDG STUDIO I: Individual																											WHOLE BLDG STUDIO I: Individual	
ARCH 521	BLDG MEDIA IV: Drawing in Detail																											BLDG MEDIA IV: Drawing in Detail	
ARCH 571	ARCHITECTURAL PRACTICE I: Regulation																											ARCHITECTURAL PRACTICE I: Regulation	
ARCH 631	BLDG TECH II: Envelopes																											BLDG TECH II: Envelopes	
Professional Semester 5																											Professional Semester 5		
ARCH 552	WHOLE BLDG STUDIO II: Collaboration																											WHOLE BLDG STUDIO II: Collaboration	
ARCH 522	BLDG MEDIA V: Specifications																											BLDG MEDIA V: Specifications	
ARCH 572	ARCHITECTURAL PRACTICE II: Economics																											ARCHITECTURAL PRACTICE II: Economics	
Professional Semester 6																											Professional Semester 6		
ARCH 651	PROFESSIONAL DESIGN PRACTICE I																											PROFESSIONAL DESIGN PRACTICE I	
ARCH 531	BLDG SHOP IV																											BLDG SHOP IV	
ARCH 632	BLDG TECH III: Interiors																											BLDG TECH III: Interiors	
ARCH 671	ARCHITECTURAL PRACTICE III: Stewardship																											ARCHITECTURAL PRACTICE III: Stewardship	
Professional Semester 7																											Professional Semester 7		
ARCH 652	PROFESSIONAL DESIGN PRACTICE II																											PROFESSIONAL DESIGN PRACTICE II	
ARCH 672	ARCHITECTURAL PRACTICE IV: Management																											ARCHITECTURAL PRACTICE IV: Management	
ARCH 692	TOPICS IN ARCHITECTURE																											TOPICS IN ARCHITECTURE	

A.01 A.02 A.03 A.04 A.05 A.06 A.07 A.08 B.01 B.02 B.03 B.04 B.05 B.06 B.07 B.08 B.09 B.10 C.01 C.02 C.03 D.01 D.02 D.03 D.04 D.05
■ demonstrating ability ■ demonstrating understanding

Appendix 3. The Visiting Team

Team Chair, Representing the NCARB
Cornelius "Kin" DuBois, FAIA
6070 Crestbrook Drive
Morrison, CO 80465
(303) 817-1884
kin.dubois@comcast.net

Team Chair, Representing the AIA
Kwendeche, AIA
2124 Rice Street
Little Rock, AR 72202-6150
(501) 952-5594 mobile
kwendeche@sbcglobal.net

Representing the AIAS
Ashley Kopetzky
1676 East 24th Avenue
Eugene, OR 97403
(253) 820-4413
alkope@gmail.com

Representing the ACSA
Brian Grieb, AIA, LEED BD+C
Assistant Professor
Morgan State University
School of Architecture + Planning
1700 E. Cold Spring Lane
CBEIS 225
Baltimore, MD 21251
(443) 885-3554
brian.grieb@morgan.edu

V. Report Signatures

Respectfully Submitted,



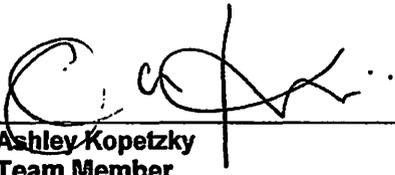
Cornelius "Kin" DuBois, FAIA
Team Chair

Representing the NCARB



Kwendeche, AIA
Team Member

Representing the AIA



Ashley Kopetzky
Team Member

Representing the AIAS



Brian Grieb, AIA, LEED BD+C
Team Member

Representing the ACSA