South Dakota State University
Department of Architecture

2019 Visiting Team Report

M. Arch [97 credit hours of professional study preceded by either 71 credit hours of non-professional architectural studies at SDSU or a B.Sc./B.A./B.F.A. in another field]

The National Architectural Accrediting Board
March 16-20, 2019

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

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

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I. Summary of Visit

a. Acknowledgments and Observations

The team thanks the administration, faculty, staff, and students for making our time at South Dakota State University productive and enjoyable. As this was the first visit to the State for each of us, we appreciated our time in the snow-covered landscape and warm winter sun. The team especially acknowledges Brian Rex for his thorough pre-visit preparation that made the team's work efficient, and for his attentiveness to requests for additional information during the visit. In addition, Provost Dr. Dennis Hedge, Dean Dr. Lynn Sargeant, and School of Design Director Dr. Patricia Crawford generously shared their thoughts and goals for the program.

This visit marks a milestone in the program's journey from an idea in 2010 to an accredited architecture degree program that has established itself as a leader in the School of Design. As a practice-based educational program, the program favors hands-on teaching and promotes the craft of making. The results of the past decade of hard work are now visible. Enrollment has increased to over 150 students, proving not only that an educational need is being met but also that "the word is out" about the quality of the program. A knowledgeable and passionate faculty guide students in technical, professional practice, and urban design topics. The curriculum, which has been retooled to address the unmet conditions of the last NAAB visit, is strong in building practices and technical aspects of design. The students are happy to have found a small program close to home and thrive on close relationships between each other and faculty. The students' learning is supported by well-appointed facilities that enhance the culture of collaboration and making. Graduates have permeated the workforce of the area's professional firms and have begun taking sections of the Architectural Registration Exam. The program continues to benefit from an engaged professional community that now includes alumni.

The team found that all of the unmet conditions of the last visit have now been met. However, there are some new deficiencies. Some of these are relative to the students' opportunity and ability to make decisions about both their design projects and their own learning culture. While the technical aspects of design are generally strong, it is not always clear what assessment criteria students are using in their decision-making. Similarly, building systems are well-understood but clear evaluative criteria for analyzing solutions and predicting the results of choices was not found. And, while the learning environment within the program is clearly positive and respectful, the Studio Culture Policy does not address several key topics nor does it have a plan for continuous improvement. Most critically, it appears to have had little, if any, involvement by the students in developing it.

The team also did not find that administrators have specific plans to increase diversity of faculty, staff, and students, nor do they have measurements of what success in this area would look like. Similarly, while there are lots of ideas for future program changes and initiatives, the team did not find a clear process of how the program will determine specific plans or monitor and measure results.

The time after this visit should be a productive and positive one for the program. With the rigors of the accreditation process finished (for the moment, at least), all players can focus on important long-range efforts such as strategic planning, managing growth, retaining talent, increasing interdisciplinary collaboration, advancing diversity, and, perhaps most importantly, finding ways to celebrate and share their successes. University administration appears poised to help the department in these efforts and sees no barriers to the program's future success. This time of focus and reflection should help the program to better "tell its story" of the value and impact it has to the university, community, and region.

b. Conditions Not Achieved

I.1.2 Learning Culture

I.1.3 Social Equity

I.1.5 Long-Range Planning

I.1.6 Assessment

B.1 Pre-Design (SPC)

C.2 Integrated Evaluations and Decision-Making Design Process (SPC)

II.4.6 Admissions and Advising

II. Progress Since the Previous Site Visit

2014 Student Performance Criterion 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.

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

2019 Visiting Team Assessment: Since the 2016 visit, the program has now met the requirements for this condition. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 342 Building History IV Urbanism and ARCH 671 Architectural Practice III: Stewardship. Specifically, an understanding of cultural diversity was indicated in student project and presentation work from ARCH 342, and an understanding of the architect's responsibility to ensure social equity was indicated in written reports and essays from students for ARCH 671.

2014 Student Performance Criterion 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.

Previous Team Report (2016): 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.

2019 Visiting Team Assessment: Since the 2016 visit, the program has now met the requirements for this condition. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 522:Media Tech VII (specified wall sections) and ARCH 651 Professional Design Practice I (outline specifications).

2014 Student Performance Criterion 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.

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

2019 Visiting Team Assessment: Since the 2016 visit, the program has now met the requirements for this condition. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 Comprehensive Design Studio and ARCH 522 Media Tech VII.

2014 Student Performance 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.

Previous Team Report (2016): 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.

2019 Visiting Team Assessment: Since the 2016 visit, the program has now met the requirements for this condition. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 Comprehensive Design Studio, ARCH 522 Media Tech VII, ARCH 631 Building Tech II Envelopes, and ARCH 632 Building Tech III Interiors.

2014 Student Performance Criterion 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.

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

2019 Visiting Team Assessment: Since the 2016 visit, the program has now met the requirements for this condition. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 632 Building Tech III Interiors. The team found evidence of principles and applications of building service systems including mechanical, plumbing, electrical, vertical transportation, and fire suppression systems.

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

Previous Team Report (2016): 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.

2019 Visiting Team Assessment: Since the 2016 visit, the program has now met the requirements for this condition. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 Comprehensive Design Studio and ARCH 522 Media Tech VII.

2014 Condition III.1, Annual Statistical Reports: The program must submit annual statistical reports in the format required by the NAAB Procedures.

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

Previous Team Report (2016): 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.

2019 Visiting Team Assessment: Since the 2016 visit, the program has demonstrated the coordinated submission of statistical data. The SDSU Office of Institutional Research and Assessment, in a letter dated September 6, 2018, has confirmed its participation in the verification process.

III. Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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

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

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

[X] Described

2019 Analysis/Review: The Department of Architecture was founded in 2010 as the first architectural program in the region to be established in the last century. The Department of Architecture (DoArch) is housed within the School of Design, which is in turn housed in the College of the Arts, Humanities, and Social Sciences (CAHSS) at South Dakota State University (SDSU). As the state's public land grant institution, SDSU maintains a regional focus and has deep industrious roots in the area.

In spring 2018, the College was reconfigured and emphasizes interdisciplinary research, scholarship and creative work, with a focus on serving the public good. The School of Design was formed in summer 2015 to combine SDSU's design disciplines, with the intention of creating increased collaboration and create a comprehensive design-based education at the foundational level.

The Department of Architecture was founded by a collection of benefactors, the Architecture Founders Group, who provided financial and professional support for the development of the architecture program.

DoArch is a student-centered environment that maintains healthy connections with professional practice. The program's mission is to provide an innovative architectural education that is practice-based, emphasizes hands-on learning, and is committed to improving the quality of life in the communities of South Dakota, the Upper Great Plains, and beyond.

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

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

[X] Not Demonstrated

2019 Analysis/Review: Though the program has a written Studio Culture Policy posted on the DoArch website, the policy is not posted within the architecture building or elsewhere on campus. Through discussions with students, the team found that thorough dissemination was not ensured to all members of the learning community. Currently, the Studio Culture Policy is presented to students at the beginning of the academic year, but students reported a lack of knowledge of the contents of the Policy and/or a lack of understanding of how to improve or revise the Policy.

Additionally, the existing Studio Culture Policy does not adequately address the values of time management, general health and well-being, work-school-life balance, or professional conduct, as required by this criterion. The existing policy touches on balance with regards to studio learning as opposed to non-studio courses but does not address nor encourage individual and collective learning opportunities outside of the classroom, such as field trips, participation in professional societies and organizations, or other program-specific or campus-wide or community-wide activities.

According to the APR and conversations with faculty, there is a Student Advisory Board (SAB) comprised of elected students from each year which advises the DoArch on student issues and which conducts an annual review of the department's Studio Culture Policy. However, conversations with elected student representatives indicate that this body has not met in the 2018-2019 academic year. Further, these elected students indicated a lack of awareness of their specific responsibilities and/or opportunities by participation in this leadership body.

With that said, the program can be commended for the safe, collaborative, and supportive culture it has developed. To adequately meet this criterion, a substantial implementation plan and evaluation plan for the Studio Culture Policy should be illustrated and adopted.

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

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

[X] Not Demonstrated

2019 Analysis/Review: The team did not find evidence of specific plans for maintaining or increasing diversity and inclusion for current and prospective faculty, students, and staff. The team noted that, although the department demonstrates a goal for increasing overall diversity and inclusion, the program is lacking strategies or long-term plans for executing this goal.

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

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure. .

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2019 Analysis/Review:

Collaboration and Leadership: The program has a range of curricular and co-curricular experiences that allow students to collaborate both within and outside of their discipline These experiences include a common first-year curriculum for all students in the School of Design. While allowing for collaboration for students across design majors, through conversations with students it is evident that students in the first year of the architecture program have limited exposure to upper-level students and coursework in the Department of Architecture. The three Building Workshops in the curriculum are offered as vertical experiences, allowing students from years two through six to work together and learn from one another. Through the department's focus on Public Works, students have engaged with community leaders and residents to better understand the needs of communities in the state. The program's AIAS chapter serves in an active student leadership role, connecting students to professional development information and opportunities as well as providing exposure to other architecture programs.

Design: The program emphasizes a hands-on curriculum that teaches the building arts through materiality and "learning by doing." The DoArch aims to teach students to make places through Public Works, to teach professionals who can build practices through Media and Collaboration, and to teach technologists who can make buildings through the Building Arts. The program provides design opportunities for students via core design studios, capstone studios, public works and community projects.

Professional Opportunity: The program prepares students for practice through a four-course professional practice curriculum, assistance with securing internships, and connections to the region's architectural community. The Forensics Studio provides the opportunity for a deeper dive into practice dynamics by working with a professional firm to analyze a completed project. The program reports high employment rates for recent graduates. Students have access and exposure to AIA South Dakota, AXP information, NCARB, and the state licensing board. There is also an active AIAS chapter. Because the region's architectural community is small and remote, and because the SDSU program is quite young, the two groups are still working to realize natural and mutually beneficial relationships.

Stewardship of the Environment: The program prepares students with the knowledge of various passive building principles and building performance measurement strategies through various building

technology and professional practice courses. The student work illustrates an understanding of the environmental impact of design decisions, and the program promotes the ethical responsibility of the architect in the course curriculum. Working with the Governor's office, a student and faculty team recently designed and built the first certified Passive Home in the state.

Community and Social Responsibility: The program illustrates a commitment to community and social responsibility primarily through its Public Works initiative. This initiative provides students with an opportunity to directly engage with and design for local communities in South Dakota, including Volga, Webster, Huron, and Mobridge. This outreach arm of the program is a core aspect of their approach to developing graduates who are prepared to be active, engaged citizens by allowing students to engage with faculty, community stakeholders, and the general public in their design work.

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

[X] Not Demonstrated

2019 Analysis/Review: The department's current long-range plan was developed in 2016 and runs through 2019. The team did not find evidence of whether the targets identified in the plan were met. Although the team was provided with documentation of the department's 2018 self-reflection and projections along with several proposals for future initiatives, it was not evident whether these materials were developed through a formalized planning process. A new long-range plan to move the program beyond 2019 was not provided, nor were any plans or targets for its creation.

I.1.6 Assessment:

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

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

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

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

[X] Not Demonstrated

2019 Analysis/Review: As listed in the APR, the program has a clear process for annual self-assessment, as articulated in the DoArch By-Laws, to evaluate the program's progress toward its mission and stated objectives. The faculty are engaged in regular program self-assessment. Through its path toward initial NAAB accreditation, the program identified clearly defined multiyear objectives and successfully addressed deficiencies since the last NAAB visit in 2016.

The APR does not provide a description of all the parties involved in the curricular assessment process. The team noted an informal process for curricular assessment and development, but the team did not find

evidence of formal metrics for continuous curricular assessment and development nor did it find evidence of a continuous improvement cycle that would show how deficiencies will be addressed.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2019 Team Assessment: The faculty workload is balanced based on faculty titles according to the faculty matrices provided in the APR and in the team room, as well as through conversations with faculty. Committee assignments, per the DoArch By-Laws, are also balanced across the faculty. The program's ALA regularly attends the Advisors' Summit and utilizes NCARB webinars for additional training, per conversation with the ALA. The APR outlines the annual presentation on the AXP to students, led by the ALA and the State Licensing Coordinator, in conjunction with the AIAS chapter. Per the APR and conversations with faculty, the program has demonstrated its commitment to faculty development and conference travel. The university also provides staff with development and training. The program has described the support services available to students in the program in the APR related to academic advising and professional mentoring. The professional academic advisor will begin providing each student with a "Well-Being Resource Guide" during each student's required annual advising session.

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

Physical resources include but are not limited to the following:

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

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

[X] Described

2019 Team Assessment: The space inventory and the list of facilities available to students are described on page 38-43 of the APR. Based on team observation and interviews conducted with the students, the students' learning is supported by well-appointed facilities that enhance the culture of collaboration and making. The main studio space, which is shared by students from 2nd year to 6th year, is located on the 3rd floor of the Architecture, Mathematics and Engineering (AME) Building. The faculty offices are also located on the same floor adjacent to the main studio space. In addition to the Photo / Image Lab on the 3rd floor, a 19,514 sf Workshop is located on the 1st floor and is open for student use; it is shared with other departments such as Mechanical Engineering and Construction Management. The DoArch library collection is in the Hilton M. Briggs Library along with collections from other departments and programs on campus. Furthermore, a campus wide Imaging Center is located a short walk from the AME Building and is available for student use.

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

[X] Demonstrated

2019 Team Assessment: The University and College has demonstrated support of the Department of Architecture. This is evidenced on pages 43-50 of the APR. The team meetings with the School Director, College Dean and the Provost provided additional evidence of this support. In addition, the University has demonstrated support of the Department by providing new and dedicated space for the Department of Architecture. The team also noted strong donor support for the Department of Architecture via the SDSU Foundation. The Program is also supported by several grants from entities including the Precast/Prestressed Concrete Institute (PCI), the Barbara Fishback Scholarship, and the South Dakota Governor's Office of Economic Development. The team noted that graduate assistantships and student worker positions are available in the Department. In addition, several scholarships are available for student and faculty use including: TSP/DoArch Scholarship Awards, Harold Spitznagel Architectural Graduate Studies Fellowship, AIA South Dakota Merit Award, AIA South Dakota Enrichment Award, School of Design South Dakota State University Faculty Strengthening Grant Proposals, Scholarly Excellence Funds for Faculty, SDSU Research/Scholarship Support Fund for Faculty, and Office of Research Assurance & Sponsored Programs.

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

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

[X] Demonstrated

2019 Team Assessment: The program has demonstrated that appropriate access is provided for information resources to all students, faculty, and staff. A description of the available information resources and associated points of contact can be found on the DoArch website on the "Collections and Library Resources" page. Students confirmed that the information resources provided by the Briggs Library are adequate for their research and individual learning needs.

As illustrated in the APR, DoArch literature and information resources are housed within the University's Hilton M. Briggs Library. Within the library, there is a specific collection of architectural books, periodicals, journals, and databases. This campus-wide facility has a dedicated staff librarian for the School of Design that is assigned to coordinate with DoArch to adequately expand the repository of architectural resources and develop the Architecture Library Research Guide. Several new architecture-related books have been acquired since the 2016 Team Visit, and the university provides the department with an annual budget for

new acquisitions of $2,000. In addition, faculty and administration are allotted a separate budget of $2,000 for acquisitions. Access to library resources is provided both on-campus and off-campus. Digital resources and databases are provided within the Briggs Library and on the Briggs Library website, including ARTstor, InformeDesign, JSTOR, the Avery Index for Architectural Periodicals, and the Arts and Humanities Citation Index. The Briggs Library also offers lending services from within their own repository as well as from other libraries worldwide in response to inquiries and requests.

I.2.5 Administrative Structure and Governance:

• **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.

• **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2019 Team Assessment: The APR describes the current administrative structure of the Department of Architecture within the context of the School of Design and the College of Arts, Humanities and Social Sciences. This is identified in the APR (pp. 53-56) and is further illustrated by an organizational chart. Within the department, the faculty and staff report to the Department Head (currently Associate Professor Brian Rex). Faculty members are assigned to lead each of the department's three areas of focus. Committees are formed to develop departmental policies and procedures.

The Department Head reports directly to the Dean of the College of Arts, Humanities, & Social Services (Dr. Lynn M. Sargeant) instead of the Director of the School of Design (Dr. Patricia Crawford). As such, the Department Head can participate in decisions made at the College level that impact the architecture program.

The Dean of the College of Arts, Humanities & Social Sciences reports directly to the Provost of the University (Dennis Hedge, PharmD) who in turn reports directly to the Office of the President (Barry H. Dunn, PhD). The Office of the President reports to the South Dakota Board of Regents.

During the visit, the team was able to meet with all key personnel except President Dunn.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include

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

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 671: Architectural Practice III (Stewardship) and ARCH 652: Professional Design Practice II, and in studio and design critique observations.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 451: Architecture Studio II and ARCH 551: Architecture Studio IV.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 652: Professional Design Practice II, specifically in student-produced publications documenting compiled information and analysis of local architectural projects. These publications included investigations and examinations of the efficiency and performance of the architectural practice behind their case study project.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARCH 352: Architecture Studio I.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARCH 352: Architecture Studio I and Arch 451: Architecture Studio II.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451: Architecture Studio II.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 342: Building History IV in student assignments studying the architecture and culture of communities around the world such as Pakistan, Colombia, India, and Congo.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 342: Building History IV (Urbanism) and ARCH 671: Architectural Practice III (Stewardship). Specifically, an understanding of cultural diversity was indicated in student project and presentation work from ARCH 342, and an understanding of the architect's responsibility to ensure social equity was indicated in written reports and essays from students for ARCH 671.

Realm A. General Team Commentary: Evidence was found that students meet all SPCs under Realm A. Student work exhibits comprehensive critical design thinking skills, a broad range of representation skills, and the recognition of diverse people, places, and needs. Learning in this realm is demonstrated

throughout the curriculum, from the earliest architectural studios through upper level studios and the professional practice curriculum.

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

Student learning aspirations for this realm include

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

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

[X] Not Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work specifically related to site selection and design assessment criteria. It was not always clear what assessment criteria students were considering in their decision-making.

Student achievement for other aspects of this criterion was found in ARCH 522: Media Tech VII.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552: Comprehensive Design Studio and ARCH 432: Building Tech 1 (Site & Surroundings).

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 522: Media Tech VII, specifically in the student technical documentation packets. These documentation packets demonstrate an ability to respond to codes and regulations by incorporating these principles into the designs they began in ARCH 552: Comprehensive Design Studio.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 522: Media Tech VII and ARCH 651: Professional Design Practice I.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARCH 522: Media Tech VII.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 552: Comprehensive Design Studio, ARCH 522: Media Tech VII, ARCH 631: Building Tech II (Envelopes), and ARCH 632: Building Tech III (Interiors).

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARCH 631: Building Envelopes.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARCH 522: Media Tech VII and ARCH 552: Comprehensive Design Studio.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARCH 632: Building Tech III (Interiors).

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 572: Architectural Practice II: Economics and ARCH 672: Architectural Practice IV: Management. Student examinations indicate a thorough understanding of each required aspect.

Realm B. General Team Commentary: Evidence was found that students meet all SPC's under Realm B except for B.1 Pre-Design. While the technical aspects of design are generally strong, it is not always clear what assessment criteria students are using in their decision-making. Similarly, building systems are well-understood but clear evaluative criteria for analyzing solutions and predicting the results of choices was not found. One Condition, B.7 Building Envelope Systems & Assemblies, was found to be Met with Distinction. Multiple drawings, models and the Passive House designed by the Program faculty and students and completed as part of the curriculum are a testament to this accomplishment.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552: Comprehensive Design Studio and ARCH 522: Media Tech VII.

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

[X] Not Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. The team noted that students were provided with sites and programs across the design

studios and that students did not have the opportunity to demonstrate problem identification, set evaluative criteria, analyze solutions, and/or predict the effectiveness of implementation.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552: Comprehensive Design Studio and ARCH 522: Media Tech VII.

Realm C. General Team Commentary: Evidence was found that students meet all SPC's under Realm C except for C.2 Integrated Evaluations and Decision-Making Design Process. Student work within this realm exhibited a keen understanding of materials assembly; the models and detailed section drawings, in tandem, showed the students' understanding of materials and assembly as well as the resulting spatial conditions. The student work, however, did not effectively demonstrate that students are provided with opportunities to make integrated design decisions through problem identification (e.g., site and program), establishing evaluative criteria for design and selection, or predicting results of their choices.

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

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.

  Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 671: Architectural Practice III (Stewardship) and ARCH 672: Architectural Practice IV (Management).

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARCH 672: Architectural Practice IV (Management).

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARCH 572: Architectural Practice II (Economics).

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 672: Architectural Practice IV.

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

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 672: Architectural Practice IV (Management).

Realm D. General Team Commentary: Evidence was found that students meet all SPC's under Realm D. The program delivers a robust professional practice curriculum through four successive Architectural Practice classes that focus on the regulatory, economic, stewardship, and management aspects of practice. One Condition, D.3., Business Practices, is Met with Distinction. Business practices are primarily taught through ARCH: Architectural Practice II (Economics) in which students encounter a broad range of project design and delivery issues through a series of exercises with a "client".

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

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

[X] Met

2019 Team Assessment: In a letter dated April 29, 2010, the Higher Learning Commission of the North Central Association of Colleges and Schools affirmed SDSU's regional accreditation.

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

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

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

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

[X] Met

2019 Team Assessment: As outlined in the curriculum map provided in the APR, the M.Arch path for students with a B.F.A. Arch from SDSU (internal) is a total of 168 credit hours, which is the NAAB's minimum requirement for the M. Arch. (preprofessional plus) degree programs. SDSU requires all undergraduate students to take 35 credits of general education and institutional requirements. There are 15 credit hours of elective coursework in the curriculum: 12 credit hours within the department and 3 free credit hours where students may take courses across the university.

The curriculum map also outlines that the M. Arch path for external students is 216 credit hours, which is above NAAB's minimum requirements for the M. Arch. (non-preprofessional plus) degree programs. As with the M. Arch. (preprofessional plus) degree program, there are 15 credit hours of elective coursework in the curriculum: 12 credit hours within the Department and 3 free credit hours where students may take courses across the university.

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

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

- Programs must document their processes for evaluating a student's prior academic coursework related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2019 Team Assessment: The APR (pp. 61 – 62) describes the evaluation process for preparatory education. Freshmen and transfer student admission requirements are listed. Internal and external candidates for graduate admission are reviewed by the DoArch Graduate Admissions committee. The team found evidence of evaluation of preparatory education via hyperlinks provided in the APR.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2019 Team Assessment: The exact language found in the NAAB Conditions for Accreditation, Appendix 1, is found on the "Accreditation" page of the Department of Architecture website. These two paragraphs are also found in the "2019 Graduate Admissions" documents for both the M. Arch degree track for external candidates and the M. Arch degree track for internal candidates.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2019 Team Assessment: Both the 2014 NAAB Conditions for Accreditation (Conditions in effect currently and at the time of the last visit) and the 2015 Procedures for Accreditation (edition currently in effect) are linked on the "Accreditation" page of the Department of Architecture website.

II.4.3 Access to Career Development Information:

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

[X] Met

2019 Team Assessment: Career development resources are provided on the DoArch website on the "Career Development" page, which includes links to Professional Resources and Student Portfolios. This page also links to the SDSU Office of Career Development website, where both students and employers can find career development information and resources, including information pertaining to career fairs, resume and cover letter reviews, interview preparation, internship information, and available professional career positions. In conversations with students, it was noted that the AIAS chapter provides significant guidance and resources for professional development opportunities. Particularly, the availability of a Student Licensing Advisor and a Faculty Licensing Advisor aid in student access to career development information.

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2019 Team Assessment: The 2016 Decision Letter from NAAB, 2016 DoArch APR, 2016 NAAB VTR are found on the Department of Architecture Website.

II.4.5 ARE Pass Rates:

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

[X] Met

2019 Team Assessment: The link to available ARE Pass Rates by school on the NCARB website, including those of graduates from the SDSU Department of Architecture, are provided on the DoArch website on the "Accreditation" page.

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] Not Met

2019 Team Assessment: The program meets all required documentation elements of this criterion, except student diversity initiatives. The team found no publicly documented policies and procedures for how student diversity initiatives are incorporated into the application or admissions processes of the department. The department and university-wide strategic plan documents illustrate a desire to increase student diversity; however, specific policies and/or procedures have not yet been developed.

The DoArch website provides links to required documentation pertaining to admission, advising, and portfolio requirements. The University-wide admissions portal includes SDSU application information and procedures. Information pertaining to DoArch-specific tuition and course fees; assistantships; student loans; scholarships; and fellowships are all located on the DoArch website. Additionally, the SDSU Office of Financial Aid website provides additional information and resources for financial aid and budgeting.

The DoArch Graduate Admissions portal also indicates protocols pertaining to advanced standing and processes for the evaluation of professional program prerequisite courses for transfer students. In discussions with transfer students, it was reported that the transfer process can be better streamlined to more readily accept transfer credits, especially prior design coursework.

II.4.7 Student Financial Information:

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

[X] Met

2019 Team Assessment: Information pertaining to DoArch-specific tuition and course fees; assistantships; student loans; scholarships; and fellowships are all located on the DoArch website on the "Scholarships and Financial Information" page. The link to the Free Application for Federal Student Aid (FAFSA) is also provided on this page. The "Tuition and Course Fees" tab on this page indicates that, in addition to University-wide tuition and fees requirements, the Department requires an Architecture Course Fee. Additionally, the SDSU Office of Financial Aid website provides additional information and resources for financial aid and budgeting.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2019 Team Assessment: Per the letter from the SDSU Office of Institutional Research and Assessment dated September 6, 2018, the program has demonstrated the coordinated submission of statistical data.

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

[X] Not Applicable

2019 Team Assessment: *[Not Applicable]*

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

B.07: Building Envelope Systems & Assemblies

The quantity of the large-scale models and detail drawings throughout their curriculum show that students understand building envelope systems, this is especially evident in the full-scale mock-ups on exhibition. A clear ability in this area was manifested in the Passive House, which has strict envelope requirements while still maintaining strong design intent. The air-tight enclosure system for the Passive House was commendable in that it ensured exceptional indoor air quality and minimized radon exposure.

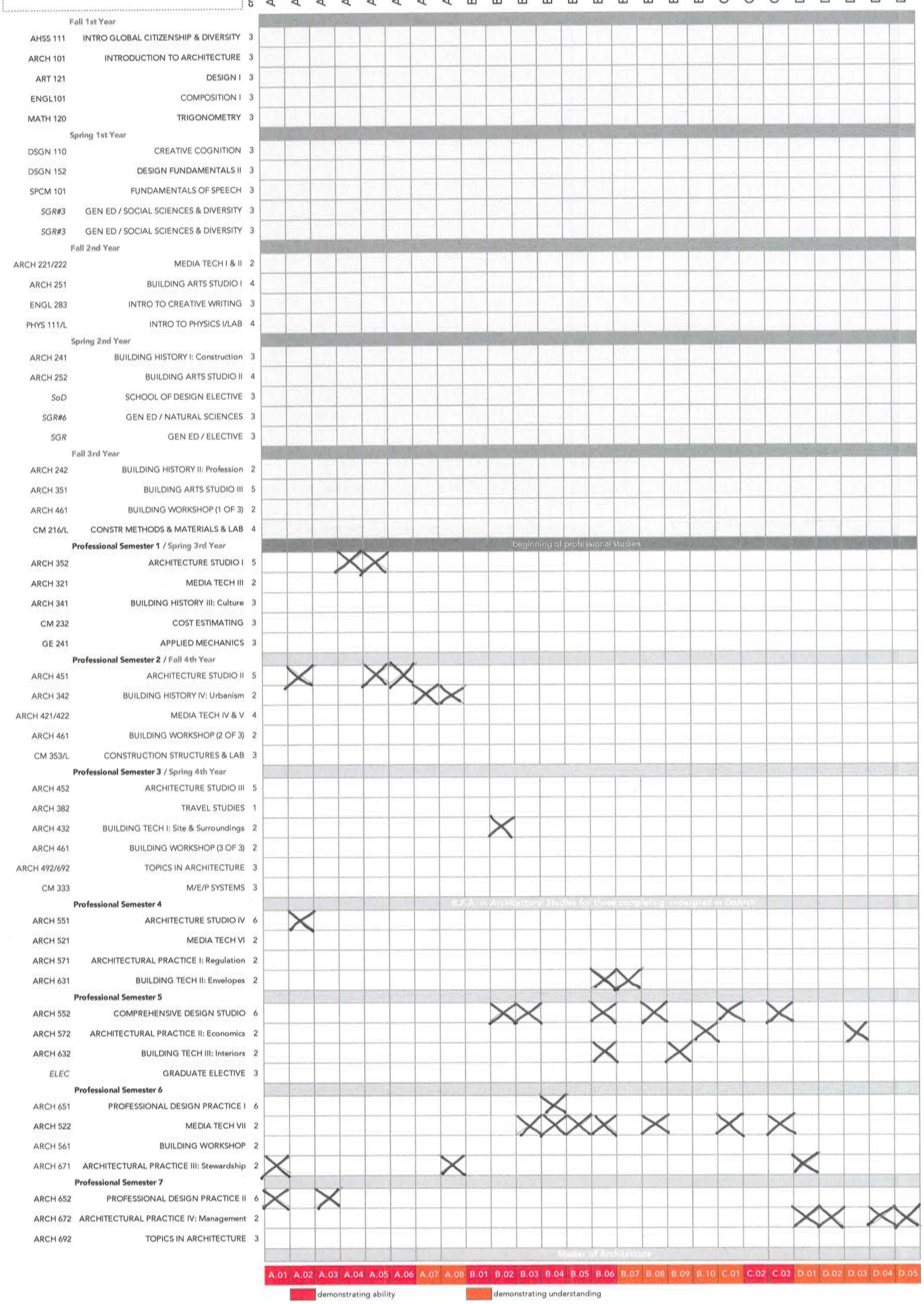
D.03: Business Practices

In ARCH 572: Architectural Practice II (Economics), students encounter a broad range of project design and delivery issues through a series of correspondence exercises with a “client.” Contracts, design fees, project schedules, bidding, and the ramifications of project changes are all explored. The emphasis on building practices demonstrates the program’s commitment to educating professionals who can better serve their clients. Sample marketing materials, RFPs, and RFQ responses are also well-developed in this class.

APPENDIX 2 - TEAM SPC MATRIX

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

(NAAB 2014 Conditions for Accreditation - All SPCs are met in the NAAB-accredited program) - rev.16 Aug 2018



Appendix 3. The Visiting Team

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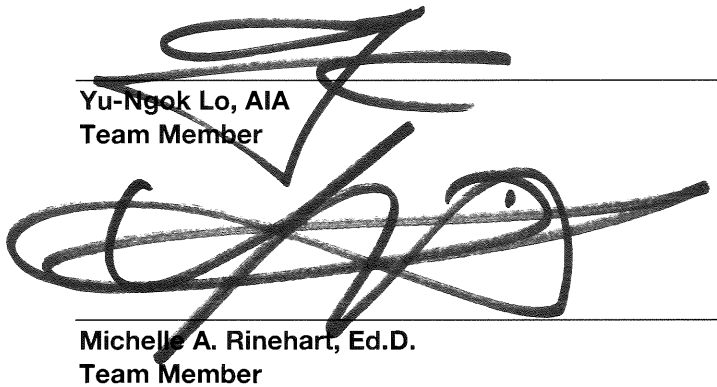
V. Report Signatures

Respectfully Submitted,

Lisa M. Chronister, FAIA
Team Chair



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