March 8, 2016

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

Dear Dr. Barron:

At the February 2016 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report (VTR-CC) for the Pennsylvania State University, Department of Architecture.

As a result, the professional architecture program: Master of Architecture was formally granted continuation of its candidacy for a period of two years. The continued candidacy term is effective January 1, 2015. Initial accreditation must be achieved by 2019, or the program will be required to submit a new candidacy application.

Continuing candidacy is subject to the submission of Annual Statistical Reports and any subsequent visits that may be required until initial accreditation is achieved.

The Annual Statistical Report is described in Section 9, of the NAAB Procedures for Accreditation, 2015 Edition. This report captures statistical information on the institution and the candidate program.

Finally, under the terms of the 2015 Procedures for Accreditation, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 4, Paragraph 1. (page 43), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Sincerely,

Scott C. Veazey, AIA  
President

CC:  Mehrdad Hadighi, Head  
Miguel A. "Mike" Rodriguez, FAIA, Visiting Team Chair

enc.
Pennsylvania State University
Department of Architecture

Continuation of Candidacy Visiting Team Report

Master of Architecture (degree plus 97 credits)

The National Architectural Accrediting Board
October 21, 2015

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

1. Team Comments and Visit Summary

The program is progressing well with respect to its Plan for Accreditation and is, in fact, ahead of schedule in some respects and is looking forward to an Initial Accreditation visit in 2016. Our team was very pleased with progress made since the last visit and found a number of strengths in the program, including:

- A supportive university administration
- A longstanding and successful B. Arch. program, which shares resources and whose reputation for excellence is fueling the attractiveness of the M. Arch. program
- Strong and sympathetic leadership at all program administrative levels
- A faculty that is diverse and collegial, and really cares about both the students and the program
- Energetic and committed students who are bright and enthusiastic
- Faculty and administrators who value the process of obtaining NAAB accreditation, which is evidenced by the fact that the team observed numerous productive changes made to the program since the last visit, a comprehensive APR, and excellent preparation of the team room

We would like to thank Mehrdad Hadighi, Jennifer Parks, and all the administrative staff, faculty, and others who have been most generous with their time in arranging our visit and making themselves available during our stay. Without their kind attention, this visit would not have been as pleasant and productive.

2. Conditions and SPC Not Yet Met/Applicable

II.4.5 ARE Pass Rates
B.1. Pre-Design
B.2. Accessibility
B.7. Financial Considerations

3. Causes of Concern

The lack of access to Grants in Aid (GIA), as voiced by faculty and some staff, appears to be starting to limit the program’s ability to attract qualified candidates and puts an additional burden on staff.

4. Progress Since the Previous Site Visit (2013)

2009 Condition I.3.1, Statistical Reports: Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
Demographics compared to those of the student population for the institution overall.

- Qualifications of students admitted in the fiscal year prior to the visit.
  - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
- Time to graduation.
  - Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.
  - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

Program faculty characteristics

- Demographics (race/ethnicity and gender) for all full-time instructional faculty.
  - Demographics compared to those recorded at the time of the previous visit.
  - Demographics compared to those of the full-time instructional faculty at the institution overall.
- Number of faculty promoted each year since last visit.
  - Compare to number of faculty promoted each year across the institution during the same period.
- Number of faculty receiving tenure each year since last visit.
  - Compare to number of faculty receiving tenure at the institution during the same period.
- Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

Previous Team Report (2013): This candidacy program has admitted its first professional M. Arch students for the Fall 2013 semester so a Statistical Report describing program student characteristics has not been prepared. Information on program faculty characteristics was made available to the team in the annual Statistical Report prepared by Penn State for its B. Arch program.

2015 Team Assessment: All reports have been provided, so this condition is now Met.

2009 Condition I.3.2, Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

Previous Team Report (2013): As a program seeking initial candidacy that has just admitted its first professional M. Arch students, Penn State has not yet been required to file an annual report on its M. Arch program.

2015 Team Assessment: All reports have been provided, so this condition is now Met.
II. Compliance with the 2009 Conditions for Accreditation

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

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

1.1.1 History and Mission:

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

2015 Team Assessment:

The APR provides a thorough overview of the program and its place in a dynamic college and university-wide learning environment.

With 24 locations statewide, Penn State University is a diverse institution with a total student body of over 98,000 and with more than 6,100 full-time faculty and another 2,784 part-time faculty. Penn State's University Park is the main campus and the location of the Department of Architecture, housed within the School of Architecture and Landscape Architecture (SALA), which is a unit of the College of Arts and Architecture.

The Department of Architecture was established in 1910. In 1948, the curriculum was changed from a 4-year program to a 5-year program, which would ultimately become the accredited degree program. Current enrollment is approximately 251 undergraduate students majoring in architecture and a cohort of approximately 60 graduate students in three graduate programs: the professional M. Arch., post-professional MS, and PhD programs. The M. Arch program has about 36 students moving through its curriculum, with the first cohort currently in the third year of the curriculum.

1.1.2 Learning Culture and Social Equity:

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

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

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

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

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

2015 Team Assessment: The team found evidence to support this condition in the APR and in discussions with the administration, faculty, staff, and students, who, collectively, appear to form a collegial and dynamic environment for learning. The design of the architecture building also promotes social interaction.

I.1.3 Response to the Five Perspectives: Programs must demonstrate, through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

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

The program is responsive to this perspective.

2014 Team Assessment: The faculty and students are engaged with, and make unique contributions to, the institution and the community. This engagement comes in the form of participation in school-, college-, and university-level committees and through the shared governance structure found within the university. Community contributions are generally made through projects of the various design studios as well as through the work of the Hamer Center and the Stuckeman Center for Design Computing. There are shared teaching opportunities between departments within the school; however, opportunities for shared teaching and/or course offerings have not been fully developed with units outside of the school.

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

The program is responsive to this perspective.

2015 Team Assessment: The team found evidence to support this perspective in the APR and in discussions with the administration, faculty, and students. Many different service organizations—including AIAS, Alpha Rho Chi, and student governance organizations—provide opportunities for developing leadership and community service skills. In addition, required participation in one of three summer programs provides access to study abroad, internships, or approved independent study.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: Evidence to support this perspective was found in the school's APR.

The program seems to integrate the regulatory environment into latter-year courses, including the Professional Practice course (ARCH 451). There is an AIA-hosted breakfast for graduating M. Arch students, which is presented by the executive director of the licensing board. Alumni continue to support student progress toward licensure after graduation.

One item of concern is the fact that, based on evidence presented in the APR, exposure to the regulatory environment occurs at the end of the student's educational career, with little or no input prior to the Professional Practice course, which is typically taken in the third year according to the APR. Recent changes to IDP guidelines permit earlier exposure to the regulatory environment by students/candidates for licensure.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The team found evidence to support this perspective in the APR and in discussions with the administration, faculty, and students.

The program provides multiple ways to engage students with many aspects of the profession, including chances for exposure to global practice through exchange opportunities available during their second and third years. Faculty and students participate in professional events through attendance at AIA conferences and active leadership in the AIA, through the State Licensing Board, and through related organizations. Local professionals, who serve as adjunct faculty and who present seminars and workshops, are actively engaged in the delivery of coursework. The Hyde Lecture Series also provides students with opportunities to engage leaders in the practice of architecture and related disciplines.

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

[X] The program is responsive to this perspective.
2015 Team Assessment: The team found evidence to support this perspective in the APR and in discussions with the administration, faculty, and students. This evidence includes the Urbanism studio, various service organizations on campus, and a vast number of study abroad programs. There is longstanding involvement with collateral organizations, both by faculty and students.

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

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

2015 Team Assessment: The program relies on multi-year plans of its own, which are coordinated with those of the school, the college, and the university. The planning process is well established and robust. Details of planning efforts were contained in the APR and were further evidenced during our visit through examples provided and through conversations and interviews with the faculty and administration at the various levels.

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’s, students’, and graduates’ views on the teaching, learning, and achievement opportunities provided by the curriculum.
  - Individual course evaluations.
  - Review and assessment of the focus and pedagogy of the program.
  - Institutional self-assessment, as determined by the institution.

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

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

2015 Team Assessment: As is the case with respect to their long-range planning efforts, the program and the department rely on robust and well-documented self-assessment procedures that are well developed and provide inclusive opportunities for participation by all stakeholders. The planning efforts and the self-assessment procedures are both multi-level. Progress against defined multi-year objectives is weighed through analysis of program strengths and weaknesses, with faculty and student participation, and the results of this analysis inform curriculum change and development. The process is strongly focused on student and alumni satisfaction and on teaching excellence. Details of these efforts were contained in the APR and were further evidenced during our visit through examples provided and through conversations and interviews with students, faculty, and administration.
PART ONE (I): SECTION 2 – RESOURCES

1.2.1 Human Resources and Human Resource Development:

- Faculty and 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 descriptions.
  - Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.
  - An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.
  - An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.
  - An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.
  - Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

[X] Human resources (faculty and staff) are adequate for the program.

2015 Team Assessment: Human resources are generally adequate; however, staff did mention that there has been a significant turnover during the past 2 years and a reduction in staff positions. Given that the M. Arch. is a new program in expansion, this might pose some concerns moving forward.

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

[X] Human resources (students) are adequate for the program.

2015 Team Assessment: Documentation of admissions policies and procedures was provided through the APR and through conversations with administration and staff. The program’s commitment to student achievement through individual and collective learning opportunities is demonstrated in the classroom in projects and coursework, which are both individual and collaborative. Outside the classroom, ample opportunities for learning are available through the work of the Hamer Center, the Stuckeman Center for Design Computing, and Students for Environmentally Enlightened Design (SEED), and through various opportunities provided by student organizations such as the Digital Beehive series of workshops, which are run by the students for their own benefit.

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

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program’s ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative structure is adequate for the program.

**2015 Team Assessment:** The administrative structure is lean, but adequate for the program. The loss of the fixed time appointment to the shop has left a void and a potential safety issue if enrollment continues to climb.

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

[X] Governance opportunities are adequate for the program.

**2015 Team Assessment:** The internal governance of the university is controlled by the president and his administration, by the University Council, by the faculty, and by the student body in accordance with the delegation of authority and advisory roles set forth by the Board of Trustees. Faculty participate in the governance of the college through standing committees. The Stickeman School has a committee structure that involves faculty, staff, and students.

1.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

- Space to support and encourage studio-based learning
- Space to support and encourage didactic and interactive learning.
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

[X] Physical resources are adequate for the program.

**2015 Team Assessment:** Through the APR and through actual observation, the team found evidence that the physical resources are exemplary since they provide significant space and support for all the requirements listed above.

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

[X] Financial resources are adequate for the program.

**2015 Team Assessment:** Financial resources are generally adequate, although, as in most programs around the country, budget constraints are ever present. The fact that this new program was created with the express understanding that no new financial resources would be committed to it—even though the program is "making do"—is troubling, particularly as the program begins to achieve success and attract more students. In faculty meetings, clear concern was voiced over the limited number of available GIA positions used to attract top students. This concern is a reflection of the number of students that are choosing not to pursue the program due to the lack of such aid.
I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

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

[X] Information resources are adequate for the program.

2015 Team Assessment: Both college and university-wide resources are abundant. The in-situ architecture library is well stocked with paper publications (books and journals) and has access to digital resources.
PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports\textsuperscript{3}: Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity and gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

- Program faculty characteristics
  - Demographics (race/ethnicity and gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical Reports were provided and provide the appropriate information.
2015 Team Assessment: Information on Statistical Reports was found in the APR and was available in the team room.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

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

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

\textsuperscript{3} In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.
Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

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

2015 Team Assessment: Annual Reports and NAAB Responses are freely available online via the department's website at: https://stuckeman.psu.edu/arch/accreditation. The information reviewed provides the appropriate information.

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 exhibit\(^4\) that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

2015 Team Assessment: CVs, faculty posters, and publications were provided to the team for evaluation. Faculty credentials and information are also available online via the department's website.

\(^4\) The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.
PART ONE (I): SECTION 4 – POLICY REVIEW

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

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

2015 Team Assessment: The information specified is properly addressed. All required policy documents were located within a tabbed binder in the team room.
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 individual criteria.

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

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

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

[X] Met

2015 Team Assessment: Evidence was found in the work of several courses, including the technical sequences in ARCH 480 Technical Systems Integration, in the reading and writing required in ARCH 501/502 Analysis of Architectural Precedents I and II, and in the Ethics and Practice courses: ARCH 550 Ethics in Architecture and ARCH 451 Architectural Professional Practice.

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

[X] Met

2014 Team Assessment: ARCH 532 Architectural Design II presents evidence of design thinking skills as does the work in ARCH 536 Design Inquiry.

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

[X] Met

2015 Team Assessment: Evidence of this ability was found in the coursework of ARCH 521 Visual Communications I and ARCH 522 Visual Communications II.
A. 4. Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2015 Team Assessment: Evidence was found primarily in the work of ARCH 480 Technical Systems Integration.

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

[X] Met

2015 Team Assessment: Although ARCH 550 Ethics in Architecture and ARCH 536 Design Inquiry are still in process, there is already evidence of fulfillment of this SPC.

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

[X] Met

2015 Team Assessment: Evidence of this ability was found in ARCH 533 Architectural Design III and ARCH 534 Architectural Design IV.

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

[X] Met


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

[X] Met

2015 Team Assessment: Evidence of ordering systems skills is found in ARCH 521 Visual Communications I, ARCH 531 Architectural Design I (more in the collective research project than in the individual projects), and ARCH 532 Architectural Design II.
A. 9. Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

[X] Met

2015 Team Assessment: ARCH 501 Analysis of Architectural Precedents I explicitly covers only "Western architecture until 1750," and ARCH 502 Analysis of Architectural Precedents II covers some twentieth-century architecture and built environments outside of Europe. ARCH 510 Contemporary Architecture + Theory I and ARCH 511 Theoretical Perspectives in Architecture make some non-Western material available to students.

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

[X] Met

2015 Team Assessment: ARCH 550 Ethics in Architecture and ARCH 510 Contemporary Architecture + Theory I fulfill the requirements of this criterion.


[X] Met

2015 Team Assessment: Evidence is already found in ARCH 536 Design Inquiry, which is currently in the process of being taught for the first time, and in ARCH 520 Methods of Inquiry.

Realm A. General Team Commentary: Overall, the students' achievements in Realm A are satisfactory. Drawings, photographs, and models tend to be the dominant forms of communication of ideas. Some evidence of writing as a form of design inquiry is present.
Realm B: Integrated Building Practices, Technical Skills and Knowledge:
Architects are called upon to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to their services. Additionally, they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students' learning aspirations include:

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

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

[X] Not Yet Met

2015 Team Assessment: ARCH 536 Design Inquiry is still in process. There is some evidence of this ability in the course, but not an extensive amount.

B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Not Yet Met

2015 Team Assessment: The team could not find consistent evidence of this ability in either coursework or studio work.

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

[X] Met

2015 Team Assessment: The team found evidence of this ability in both coursework and studio work.

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

[X] Met

2015 Team Assessment: The team found evidence of this ability in ARCH 533 Architectural Design III and ARCH 534 Architectural Design IV.
B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Met

2015 Team Assessment: The team found evidence of this ability in AE 211 Introduction to Environmental Control Systems and AE 424 Environmental Control Systems I.

B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills
A.4. Technical Documentation
A.5. Investigative Skills
A.8. Ordering Systems
A.9. Historical Traditions and Global Culture

B.2. Accessibility
B.3. Sustainability
B.4. Site Design
B.5. Life Safety
B.7. Environmental Systems
B.9. Structural Systems

[X] Met

2015 Team Assessment: The team found evidence that students possess the ability to integrate the various elements that comprise this SPC within the combined work of ARCH 534 Architectural Design IV and ARCH 480 Technical Systems Integration, both of which are taught concurrently and focus on the same project.

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

[X] Not Yet Met

2015 Team Assessment: The team could not find evidence of this SPC in either coursework or studio work.

B. 8. Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.

[X] Met

2015 Team Assessment: The team found evidence of this understanding in the work of AE 211 Introduction to Environmental Control Systems, ARCH 480 Technical Systems Integration, and AE 424 Environmental Control Systems I.
B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Met

2015 Team Assessment: Evidence of this understanding was found in the work of AE 421/422 Architectural Structural Systems I/II and ARCH 534 Architectural Design IV.

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

[X] Met

2015 Team Assessment: The team found evidence of this understanding in the work of AE 211 Introduction to Environmental Control Systems, ARCH 480 Technical Systems Integration, and AE 424 Environmental Control Systems I.

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

[X] Met

2015 Team Assessment: The team found evidence of this understanding in the work of AE 211 Introduction to Environmental Control Systems, ARCH 480 Technical Systems Integration, and AE 424 Environmental Control Systems I.

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

[X] Met

2015 Team Assessment: The team found evidence of this understanding in the work of ARCH 503/504 Materials and Building Construction I/II and AE 421 Architectural Structural Systems I.

Realm B. General Team Commentary: The team found an understanding of the basic technical aspects of this realm, with the exception of pre-design, accessibility, and financial considerations. Consistency in how accessibility is taught in studio work was lacking. There was a lack of adequate documentation of financial considerations in the first-year spring studio and in the Professional Practice course.
Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically, and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

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

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

[X] Met

2015 Team Assessment: Evidence of collaboration is found in ARCH 532 Architectural Design II, ARCH 533 Architectural Design III, and AE 211 Introduction to Environmental Control Systems.


[X] Met

2015 Team Assessment: Evidence is found in ARCH 550 Ethics in Architecture and ARCH 520 Methods of Inquiry.

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

[X] Met

2015 Team Assessment: Evidence of this understanding is found in the coursework, examinations, and writings of ARCH 451 Architectural Professional Practice. The topic is also covered in ARCH 550 Ethics in Architecture.

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

[X] Met

2015 Team Assessment: The team found evidence of this understanding in ARCH 451 Architectural Professional Practice.

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

[X] Met

2015 Team Assessment: The team found evidence of this understanding in ARCH 451 Architectural Professional Practice.

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

[X] Met

2015 Team Assessment: The team found evidence of this understanding in both coursework and studio work.

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

[X] Met

2015 Team Assessment: Evidence of this understanding is found in the coursework, examinations, and writings of ARCH 451 Architectural Professional Practice.

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

[X] Met

2015 Team Assessment: Evidence of this understanding is found in the coursework, examinations, and writings of ARCH 451 Architectural Professional Practice.

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

[X] Met

2015 Team Assessment: Evidence of this understanding is found in the coursework, examinations, and writings of ARCH 451 Architectural Professional Practice. The topic is also covered in ARCH 550 Ethics in Architecture.
Realm C. General Team Commentary: The program has a strong sense of the architect's responsibility with respect to the good of the client, society, and the public. The coursework that addresses this realm is strong and responsive to instilling that sense of responsibility in the students. In particular, the team noted the strong presence of ethics, which are taught as a stand-alone course and infused throughout other elements of the curriculum.
PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2015 Team Assessment: The accreditation letter was found in the APR. An updated letter, dated June 26, 2015, was provided during our site visit.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

[X] Met

2015 Team Assessment: The curriculum meets the NAAB requirements with respect to professional studies, general studies, and electives. Information regarding the required curriculum for the accredited degrees is also available on the department’s website.

II.2.3 Curriculum Review and Development: The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2015 Team Assessment: Since launching the program, faculty members have met among themselves and with students regularly to determine the future needs of the curriculum. The process is integrated with robust self-assessment procedures, which were documented earlier in this report.
PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PREPROFESSIONAL EDUCATION

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

In the event a program relies on the preparatory/preprofessional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student’s progress through the accredited degree program. This assessment should be documented in a student’s admission and advising files.

[X] Met

2015 Team Assessment: All incoming students must fulfill entire curriculum requirements. Some students are permitted to waive some courses based on prior architectural education experience, but the prior coursework is reviewed on a case-by-case basis without reducing the time requirements of the program.
PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees: In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2015 Team Assessment: The team found evidence on the Penn State University Faculty Senate website.

II.4.2 Access to NAAB Conditions and Procedures: In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:
- The 2009 NAAB Conditions for Accreditation
- The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2015 Team Assessment: The team found evidence on the Penn State University Architecture Program website/accreditation page.

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.ajas.org
- www.acsa-arch.org

[X] Met

2015 Team Assessment: The team found evidence on the Penn State University Architecture Program website/accreditation page.

II.4.4 Public Access to APRs and VTRs: In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:
- All Annual Reports, including the narrative
- All NAAB responses to the Annual Report
- The final decision letter from the NAAB
- The most recent APR
- The final edition of the most recent Visiting Team Report, including attachments and addenda

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

2015 Team Assessment: The team found evidence on the Penn State University Architecture Program website/accreditation page.

II.4.5 ARE Pass Rates: Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Not Yet Applicable

2015 Team Assessment: As the program is in candidacy status, it has not yet graduated its first cohort.
III. Appendices:

1. Program Information

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

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

Reference Pennsylvania State University, APR, pp. 6-7

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

Reference Pennsylvania State University, APR, pp. 8-10

C. Long-Range Planning (I.1.4)

Reference Pennsylvania State University, APR, pp. 25-31

D. Self-Assessment (I.1.5)

Reference Pennsylvania University, APR, pp. 32-40
2. Conditions Met with Distinction
   (list number and title; include comments where appropriate)
3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,

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