March 9, 2017
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 2017 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for Initial Accreditation (VTR-IA) for Pennsylvania State University.

On behalf of the board, it gives me great pleasure to inform you that the professional program the Master of Architecture was formally granted a three-year term of initial accreditation. The accreditation term is effective January 1, 2016. The program is scheduled for its next accreditation visit in 2019.

As stated in the NAAB 2015 Procedures for Accreditation, following an initial three-year term, at the next scheduled review, the program must receive an eight-year term of accreditation.

Continuing accreditation is subject to the submission of Annual Statistical Reports, which are submitted online through the NAAB's Annual Report Submission system and are due by November 30 of each year. These reports capture statistical information on the institution in which a program is located and the degree program.

A complete description of the Annual Statistical Report process can be found in Section 9 of the NAAB Procedures for Accreditation, 2015 Edition. The program is not required to submit an Interim Progress Report.

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

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

Very truly yours,

Judith Kinnard, FAIA
President

cc: Mehrdad Hadighi, Head
Heather Young, Team Chair

Enc: Final Visiting Team Report
Pennsylvania State University  
Department of Architecture

Initial Accreditation Visiting Team Report  

Master of Architecture (degree plus 97 credits)

The National Architectural Accrediting Board  
October 19, 2016

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

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

a. Acknowledgements and Observations

i. Thank You: The visiting team would like to thank the Department of Architecture's administration, faculty, staff, and students for welcoming the team, meeting with the team members, and answering the team's questions.

ii. Cohort Size: Over the past 3 years, there has been a precipitous decline in the M. Arch cohort size. Many factors beyond the department's control may be resulting in this decline.

iii. Administrative Structure and Governance: Through a new system, the university's Graduate School is placing university faculty in a "professional" category or a "research" category based on the faculty member's terminal degree. This system designates teaching assignments on the basis of the faculty member's terminal degree and has impacted these assignments at the department level.

iv. Mutually Supportive Programs: The addition of a graduate program, including the M. Arch degree, to the architecture department is a strong addition to the well-established Penn State accredited B. Arch program. The B. Arch program and the M. Arch program provide faculty and students with opportunities for shared faculty, the introduction of graduate teaching positions, faculty publishing, cross-program collaboration, and an increased emphasis on research, all of which align directly with the university and department goals.

v. Grants in Aid: There has been significant progress since the previous visit with regard to access to Grants in Aid (GIAs) for students in the M. Arch program. The GIAs have been made accessible through an arrangement with the provost for a "revenue-sharing model" that directs revenue-sharing funds to the department. A large portion of graduate students now directly benefit from this arrangement; 21 of the 24 students matriculated into the M. Arch program have received this type of aid. Several M. Arch students reported that their GIAs were instrumental in their decision and ability to attend Penn State.

vi. Leadership: The Department of Architecture head is recognized for his contributions to the success of the graduate program, including the M. Arch degree. His ongoing efforts as advocate for the architecture program—collaborating with peer departments, and working with the university to maintain and grow the department—are manifested in the achievements of the program and the department family. The faculty, staff, and students expressed high regard for the leadership and guidance shown by the department head in the development and continued success of this program.

b. Conditions Not Achieved (list number and title)

B.1 Pre-Design

B.8 Building Materials and Assemblies

C.3 Integrative Design

II.4.5 ARE Pass Rates (not yet applicable)
II. Progress Since the Previous Site Visit (2015)

2009 Criterion 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.

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

2016 Visiting Team Assessment: In ARCH 533 Architectural Design III, ARCH 534 Architectural Design IV, and ARCH 536 Design Inquiry, no single project demonstrated all of the required Pre-Design criteria. This criterion is Not Met.

2009 Criterion 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.

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

2016 Visiting Team Assessment: The scope of the 2009 Criterion B.2, Accessibility, was replaced in the 2014 NAAB Conditions for Accreditation by B.3 Codes and Regulations. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 533 Architectural Design III, ARCH 534 Architectural Design IV, AE 211 Introduction to Environmental Control Systems, and ARCH 480 Technical Systems Integration. This criterion is now Met.

2009 Criterion 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.

Previous Team Report (2015): The team could not find evidence of this SPC in either coursework or studio work.

2016 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AE 211 Introduction to Environmental Control Systems, AE 424 Environmental Control Systems I, and ARCH 480 Technical Systems Integration. This criterion is now Met.

2009 II.4.5 ARE Pass Rates: Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and
prospective students and their parents either by publishing the annual results or by linking their website to the results.

Previous Team Report (2015): As the program is in candidacy status, it has not yet graduated its first cohort.

2016 Visiting Team Assessment: The program’s first cohort graduated in May 2016; no graduates are yet eligible to sit for the AREs.
III. Compliance with the 2014 Conditions for Accreditation

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

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

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

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

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.

- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: Initially founded as a high school in 1855, Penn State was designated as the Land-Grant College of Pennsylvania in 1863. In 1935, its name was changed to Pennsylvania State University. Today, the university is a major research facility with 24 locations statewide and an annual enrollment of over 95,000 students. It attracts undergraduates and graduates from around the globe. The university has 12 academic colleges, including the College of Arts and Architecture. The Department of Architecture became part of the School of Architecture and Landscape Architecture (SALA), which was established in 1998. In 2011, the College of Graphic Design merged with SALA, and the merger is now known as the Stuckeman School of Architecture and Landscape Architecture (Stuckeman School). The Graduate Architecture program, like all graduate programs at Penn State, operates under the policies of the Graduate School.

Currently, 239 students are enrolled in the department's accredited 5-year B. Arch program, and an additional 65 students are in the graduate program, which includes the professional M. Arch, post-professional M.S., and Ph.D. students. The first cohort of six M. Arch students graduated in May 2016. Sixteen students are currently enrolled in the M. Arch program: 3 first-year, 5 second-year, and 8 third-year. The addition of the graduate program aligns with the university's mission as an international research institute and supports the Department of Architecture's mission, which is to achieve excellence in teaching, research, design, outreach, advising, and service to society. This information was found in the 2016 APR and in the team room.

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

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.
2016 Analysis/Review: The team found that the requirements of this condition were Met by reviewing the Studio Culture Policy, which is publicly available online, and by having conversations with the students, faculty, and staff. The students have a deep appreciation of the faculty and staff, and list the faculty as one of the primary reasons they chose to attend Penn State. At the same time, the faculty and staff demonstrate a clear sensitivity to the needs of the students and the program by responding in a timely manner to any issues or inquiries regarding a wide range of subjects. Faculty also respond to issues brought up during monthly student representative meetings, which include an M. Arch representative.

The Studio Culture Policy document is not well known to the M. Arch students; however, the policy is frequently updated by the Stuckeman School and meets the criteria put forth by the NAAB. The learning environment among the students, faculty, and staff exemplifies the policy despite the general student lack of awareness of the policy. There is also evidence of a “Pride in Place” (PIP) initiative, which addresses studio health and well-being. The initiative is acknowledged by students through flyers that are placed on everyone’s desk and hung in the stairwell at the beginning of each year.

Student and faculty learning opportunities outside the classroom are also emphasized, including field trips to nearby cities and a summer study abroad option.

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

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

2016 Analysis/Review: Evidence in the team room described the department’s clearly expressed commitment to diversity and social equity, and its plan for increasing the diversity of faculty, staff, and students (which is modeled on plans adopted by the university and the 12 colleges). Increased diversity and social equity are promoted through new hires among staff and faculty that achieve greater diversity, search committees made up of diverse members, outreach to potential M. Arch students through purchased recruitment lists, the awarding of Bunton Waller Fellowships to accepted M. Arch minority students, and monetary support for students and faculty to attend meetings of the National Organization of Minority Architects (NOMAS), which was more than $7,000 last year. The department’s diversity plan is reviewed and assessed on an ongoing basis by a standing committee, which works in parallel with comparable committees at the college and university levels, and the university’s Office of Multicultural and Recruitment Programs. The plan is pursued while taking the department’s long-range and strategic planning efforts into account. The 2016 APR states that Equal Employment Opportunity/Affirmative Action (EEO/AA) is pursued in the institution’s hiring practices.

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

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

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

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

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

**2016 Analysis/Review:**

**Collaboration and Leadership:** M. Arch students demonstrated several instances of collaboration and leadership through their involvement with initiatives such as Students for Environmentally Enlightened Design (SEED) and the Race to Zero housing project—an affordable duplex project slated for construction in the town of State College and being developed by the Hamer Center for Community Design Assistance. Collaboration and leadership are also demonstrated through outside consulting work.

**Design:** The approach to understanding design is clearly evidenced in student work and in the culture instilled by the research emphasis of the graduate program. The lecture series—available as well to other programs in the Stuckeman Family Building, which houses the M. Arch program—supplements the educational experience with a design culture that exposes the professional graduate degree students to a wider range of design thinking. Opportunities for teaching and research assistantships are also available to graduate students.

**Professional Opportunity:** The team found ample evidence of students' knowledge of, and access to, information pertaining to the Architectural Experience Program (AXP) (formerly the IDP), the NCARB, and the ARE. The Stuckeman School sponsors a spring Career Day, and several of the M. Arch students have participated, or are participating, in internships.

**Stewardship of the Environment:** The Department of Architecture is a testament to the university, college, and program commitment to sustainability. Not only is the Stuckeman School housed within a LEED Gold Certified building, but the department has also established SEED for student-supported initiatives. In addition, sustainability is one of the four faculty research clusters.

**Community and Social Responsibility:** The influx of international students attracted by the M. Arch and other graduate programs sharpens the university and department values of community building, cultural respect, and social responsibility. The research and development work underway at the Hamer Center for Community Design Assistance exemplifies how those values become reality. The Race to Zero housing project being developed by the center is a Department of Energy-recognized home.
I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: The program relies on multi-year plans developed at the department level, which are coordinated with those developed by the school, the 12 colleges, and the university. The planning process is well established and articulated. Details of the Long-Range Plan were contained in the 2016 APR and were further evidenced through materials in the team room. Conversations with administrators at various levels of the institution provided further context for understanding the planning process and its execution. They were also delineated in the 2016 APR, pp. 25-31.

I.1.6 Assessment:

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

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

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

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

2016 Analysis/Review: Evidence in the 2016 APR, which was verified by the team’s on-site interviews, indicated that the M. Arch program is guided by clearly documented self-assessment procedures that are well developed by the department to gauge the program’s progress toward its goals. The planning efforts and self-assessment procedures are multi-level. The APR articulated the strengths, challenges, and opportunities faced by the program, as well as strategies to address shortcomings identified by faculty, students, and staff through a process of continuous improvement.

The results of the self-assessment procedures documented in the APR and verified by the on-site interviews inform curriculum change and development. The process includes student and alumni satisfaction regarding course evaluation, the assessment of faculty teaching, and administrative review. Details of these efforts were contained in the APR and were further evidenced through conversations and interviews with students, faculty, staff, and administration.
PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2016 Team Assessment: Faculty teaching loads are balanced and mutually supported through close coordination with the Landscape and Engineering departments, as many courses are available to students across these departments. The small size of the cohorts has proved manageable; however, many faculty noted the need to tailor teaching to the strengths and weaknesses of the M. Arch students. The anticipated faculty/student ratio is 1/12. While the program’s ALA is on sabbatical, student AXP and NCARB needs are being fulfilled by the Stuckeman School career advisor. Student-wide NCARB meetings are held annually. Grants for faculty writing, research, and travel are available and are being utilized. Faculty and staff report that they are supported by the program and have established procedures in place for representation in the department, the 12 colleges, and the university. Evidence that the requirements of this condition have been Met was found on pp. 41-57 of the 2016 APR and in the graphic display of faculty biographies in the team room.

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

Physical resources include, but are not limited to, the following:

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

If the program’s pedagogy does not require some or all of the above physical resources, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: The team found this condition to be Met through a multitude of examples ranging from the facilities of the Architecture Library in the Stuckeman Family Building, the Hamer Center for Community Design Assistance, the Stuckeman Center for Design Computing (SCDC), and the studio
and critique spaces. The overall design of the Stuckeman Family Building exemplifies sustainability-minded design practices and serves as a precedent that indicates how spatial organization can encourage collaboration between studios and affect the users of a space. The building emphasizes open, collaborative spaces, which are illustrated in the third-floor critique spaces. The 2016 APR describes these facilities on pp. 57-81.

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

[X] Demonstrated

2016 Team Assessment: The 2016 APR contains budget overviews for the College of Arts and Architecture’s income from the Stuckeman Endowment, and for the department’s income and expenditures. Budget line-item details were provided on site. Graduate teaching assistantship stipends and scholarships have increased since the last visit.

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

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

[X] Demonstrated

2016 Team Assessment: The information provided in the 2016 APR, pp. 73-84, clearly demonstrates compliance with this condition. This was underscored through a tour of the Architecture Library, which is located on the main floor of the Stuckeman Family Building, and an informative meeting with the architecture librarian.

I.2.5 Administrative Structure and Governance:

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

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

[X] Described

2016 Team Assessment: The administrative structure of the Stuckeman School and the Department of Architecture appears to be adequate for the functioning of the school and the department, and allows them to have autonomy. However, through a new system, the university’s Graduate School is placing university faculty in a “professional” category or a “research” category based on the faculty member’s terminal degree. This system designates teaching assignments on the basis of the faculty member’s terminal degree and has impacted these assignments at the department level.

A new administrative position for the school’s graduate programs in architecture and landscape architecture is a positive addition. A Board of Trustees heads the governance of the university. Under the Board of Trustees are the president, provost, and deans of the 12 colleges and the Graduate School; the University Council; the faculty; and the student body, in accordance with the delegation of authority and advisory roles set forth by the Trustees. Faculty members participate in the governance of the 12 colleges through standing committees and are involved in decision making throughout the institution through
committee involvement. The Stuckeman School has a committee structure that ensures faculty, staff, and student involvement in governance.
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: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

A.1 Professional Communication Skills: Ability to write and speak effectively and use appropriate representational media both with peers and with the general public.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 510 Contemporary Architecture and Theory I, ARCH 521 Visual Communications I, ARCH 522 Visual Communications II, and ARCH 536 Design Inquiry.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 536 Design Inquiry.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 501 Analysis of Architectural Precedents I, ARCH 502 Analysis of Architectural Precedents II, ARCH 550 Ethics in Architecture, and ARCH 536 Design Inquiry.

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

[X] Met
2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 534 Architectural Design IV.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 521 Visual Communications I and ARCH 531 Architectural Design I.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 531 Architectural Design I and ARCH 532 Architectural Design 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, and technological factors.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 501 Analysis of Architectural Precedents I and ARCH 502 Analysis of Architectural Precedents II.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 510 Contemporary Architecture and Theory I and ARCH 550 Ethics in Architecture.

Realm A. General Team Commentary: The team found sufficient evidence of critical thinking and representation throughout the curriculum. The M. Arch thesis course, ARCH 536 Design Inquiry, is particularly noteworthy in that it combines critical thinking and learning how informative design solutions respond to a broad range of topics. The students clearly demonstrate the appropriate levels with regard to ability and understanding to synthesize knowledge gathered in many areas in order to create design solutions that comprehend and address larger concepts and ideas.

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

Student learning aspirations for this realm include:

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

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

[X] Not Met

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

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 533 Architectural Design III and ARCH 534 Architectural Design IV.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 533 Architectural Design III, ARCH 534 Architectural Design IV, AE 211 Introduction to Environmental Control Systems, and ARCH 480 Technical Systems Integration.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 503 Materials and Building Construction I, ARCH 504 Materials and Building Construction II, ARCH 451 Arch Pro Practice, and ARCH 480 Technical Systems Integration.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AE 421 Arch Structural Systems I, ARCH 422 Arch Structural Systems II, and ARCH 534 Architectural Design IV.

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

[X] Met
2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AE 211 Introduction to Environmental Control Systems, AE 424 Environmental Control Systems I, and ARCH 480 Technical Systems Integration.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AE 211 Introduction to Environmental Control Systems, AE 424 Environmental Control Systems I, and ARCH 480 Technical Systems Integration.

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

[X] Not Met

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

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AE 211 Introduction to Environmental Control Systems and AE 424 Environmental Control Systems I.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 Arch Pro Practice.

Realm B. General Team Commentary: Students demonstrated an understanding of, or an ability to apply, the technical aspects of this realm. Work presented to the team suggested that students were very aware of the need for environmental systems to be integrated into the built environment, but an understanding of how decisions were made in this regard was demonstrated inconsistently. The team review of the Student Performance Criteria in Realm B indicated that student ability or understanding was achieved in B.2 through B.7, and student understanding was apparent to the team in B.9 and B.10. However, B.1 Pre-Design and B.8 Building Materials and Assemblies were found to be Not Met.
Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:
- Synthesizing variables from diverse and complex systems into an integrated architectural solution.
- Responding to environmental stewardship goals across multiple systems for an integrated solution.
- Evaluating options and reconciling the implications of design decisions across systems and scales.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 520 Methods of Inquiry and ARCH 536 Design Inquiry.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 536 Design Inquiry.

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

[X] Not Met

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

Realm C. General Team Commentary: The ability to inform building design by starting with the foundations of site evaluation and project-specific research, or to design a complex architectural project has been well demonstrated; however, the challenge of designing a fully integrated project that includes high levels of design, site and building accessibility, and life safety within the context of a complex program has not been achieved.

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

Student learning aspirations for this realm include:
- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
• Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1 Stakeholder Roles in Architecture: Understanding of the relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 550 Ethics in Architecture.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 Arch Pro Practice.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 Arch Pro Practice.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 Arch Pro Practice.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 451 Arch Pro Practice and ARCH 550 Ethics in Architecture.

Realm D. General Team Commentary: The readings, and coursework demonstrated in the Arch Pro Practice and Ethics in Architecture classes cover a wide range of professional issues that may be new and unexpected to M. Arch students in what is traditionally a design-focused field. These foundations provide students with a general overview of the many complex issues faced by the architectural profession and expose graduates to the challenges of balancing the many—sometimes contradictory—requirements and desires that must be navigated by architectural design professionals on a daily basis.
PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

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

[X] Met

2016 Team Assessment: An accreditation letter reaffirming accreditation by the Middle States Commission on Higher Education, dated June 26, 2015, was found in the 2016 APR.

II.2.2 Professional Degrees and Curriculum:

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

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

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

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

[X] Met

2016 Team Assessment: The curriculum meets the NAAB requirements with respect to professional studies and electives. Information regarding the required curriculum for the accredited degrees is also available on the department’s website.
PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

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

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

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

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

[X] Met

2016 Team Assessment: Evidence was found in the 2016 APR and through discussions with faculty and administrators regarding the process of graduate application and review. The Graduate School conducts a third-party review of applicants to verify undergraduate education and degrees from accredited institutions. At the department level, there is a clear process of verification to determine possible advanced standing for a matriculated student based on courses taken in the undergraduate degree program that might meet NAAB Student Performance Criteria. Students seeking advanced standing must submit syllabi and graded coursework, which are reviewed by Penn State professors. These materials and the decision on advanced standing become part of the M. Arch student's admissions and advising record.
PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2016 Team Assessment: The team found evidence of the required language through the following link: https://stuckeman.psu.edu/arch/accreditation

II.4.2 Access to NAAB Conditions and Procedures:

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

- The 2014 NAAB Conditions for Accreditation
- The Conditions for Accreditation in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit)
- The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: The team found evidence that the documents are electronically available through the following link: https://stuckeman.psu.edu/arch/accreditation

II.4.3 Access to Career Development Information:

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

[X] Met

2016 Team Assessment: The team found evidence that this condition is Met through the following link to the appropriate documents and collateral organizations: https://stuckeman.psu.edu/arch/accreditation. The condition is also supported through the availability of the graduate student coordinator and the career development center.

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

2016 Team Assessment: The team found evidence that all of the aforementioned documents are available for download as PDFs on the Penn State website: https://stuckeman.psu.edu/arch/accreditation

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

[X] Not Yet Applicable

2016 Team Assessment: The program’s first cohort graduated in May 2016; no graduates are yet eligible to sit for the AREs.

II.4.6 Admissions and Advising:
The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and outside the institution.

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

[X] Met

2016 Team Assessment: Evidence that this condition is Met was found through materials in the team room and through the following links:

The admissions application, which acknowledges the first two bullet points: https://stuckeman.psu.edu/apply/pro-march

The requirements and forms for applying for financial aid and scholarships: http://www.gradschool.psu.edu/graduate-funding/funding/assistantships/

Preprofessional degree content is not reviewed for this degree program, but there is a rigorous procedure in place for reviewing undergraduate work for advanced standing placement.

The student diversity initiatives are found on http://equity.psu.edu/

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.
II.4.7 Student Financial Information:

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

[X] Met

2016 Team Assessment: The team found evidence that this condition is Met through the following links to the financial aid section of the university’s website: [http://www.gradschool.psu.edu/graduate-funding/funding/assistantships/](http://www.gradschool.psu.edu/graduate-funding/funding/assistantships/) and [http://artsandarchitecture.psu.edu/philanthropy/sala_awards](http://artsandarchitecture.psu.edu/philanthropy/sala_awards).
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

2016 Team Assessment: Evidence that this condition is being Met was found in the 2016 APR on pp. 113-114. A letter from the university budget officer, dated May 27, 2016, is included in the APR. It confirms that annual reports meeting the requirements of the NAAB have been prepared and submitted to the NAAB, and are consistent with institutional reports to national and regional agencies, including the National Center for Educational Statistics.

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

[X] Met

2016 Team Assessment: Evidence that the program has submitted Interim Progress Reports to the NAAB was found in the 2016 APR on pp. 109-112.
IV. Appendices:

Appendix 1. Conditions Met with Distinction

None
Appendix 3. The Visiting Team

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V. Report Signatures

Respectfully Submitted,

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