Savannah College of Art and Design
Architecture Department

Visiting Team Report

M. Arch. (Preprofessional degree + 90 quarter credit hours)

The National Architectural Accrediting Board
17 April 2013

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 a 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 & Visit Summary

- The visiting team finds the architecture program to be a nurturing and dynamic environment that fosters student creativity. The program is in transition as it implements the 4+2 graduate program curriculum. At the same time there are new and expanding opportunities for the program to enhance the education of architects. These opportunities include new initiatives like the Collaborative Learning Center, the 2012 NCARB Award for the integration of Practice and Education, and expanded access to new digital fabrication facilities. It also involves newly expanded relationships with local architecture offices and alumni such as the Design Review Board and exciting collaborative projects.

- The program was well prepared to receive the visiting team. The dean, chair, faculty, students, and staff were very helpful and extremely hospitable during our visit. The team wishes to point out that in every instance staff and faculty were responsive and helpful with requests for additional information. The team room was very well organized, which facilitated the review of student work products. Of note are the student process workbooks. They were extremely valuable to the team in its assessment efforts. The team thanks the entire SCAD community for its hard work in preparing for our visit and for the support provided during our stay in Savannah.

2. Conditions Not Met

B. 4. Site Design — The team found evidence of the students' ability to respond to site characteristics and context in the development of a design project at the graduate level (ARCH 717 & 727). However, the team did not find evidence of topographical modifications to accommodate a proposed project.

3. Causes of Concern

A. Advising: The visiting team heard from students that most faculty advising occurs through informal means. Such advising can lead to inequities in student access and potentially inconsistencies in advice. The program is encouraged to explore a more formal system of faculty advising to increase student access and improve the quality of faculty advice to students about careers and course selection.

B. Student Participation in Program Governance: The visiting team did not find any formal means for the program administration to obtain feedback from students on governance and program issues. Students did not know how to play an active role in activities such as curriculum development, faculty searches, and the other important governance issues of the program.

C. Diversity of Faculty: The team found that since the last visit the student body has increased in diversity while faculty diversity has decreased. Faculty hiring should reflect the diversity of the general student population as measured by gender and race. The program is encouraged to pay particular attention to faculty hiring in an effort to bring this discrepancy into a better balance.

D. Building Systems Integration: The visiting team found inconsistency in the comprehensive design student process workbooks. A more formalized process for the accounting of items such as the integration of building systems, building envelope design, and use of precedents will enhance the demonstration of student achievement.

4. Progress Since the Previous Site Visit (2010)

2004 Condition 7, Human Resource Development: *Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.*

Previous Team Report (2010): Full-time faculty are required to teach four 5-credit hour courses each quarter, and may reduce that teaching load through an agreement to take a 25% reduction in salary per course.

SCAD provides funding and/or course release for the advancement of faculty research, scholarship, and creative activities through the provision of Presidential Fellowships. Since the previous accreditation visit, these fellowships have been awarded to a total of ten architecture faculty. Of note, however, is the number of fellowships awarded to projects that revert to curriculum development in the form of new courses or databases.

SCAD -sabbaticals take the form of:

- grants at the end of the fourth year of full-time consecutive teaching, and upon signing a contract for a fifth year and
- modified sabbatical grants for each faculty member who has completed seven consecutive years of teaching

There are no leaves associated with these sabbaticals, and no requirement that faculty submit a formal proposal for consideration, or produce any resultant product.

Faculty are well funded for attendance at national conferences, however, active involvement in professional organizations such as ACSA or even AIA is not evident.

There is little evidence that faculty from outside Savannah are invited as critics to SCAD or that the SCAD faculty travels to other institutions as visiting critics; this further isolates the faculty from ongoing pedagogical dialogue beyond SCAD.

SCAD is now an affiliated member of the American Academy in Rome and offers one faculty member a year (from the entire institution) an opportunity to travel to the Academy for four or six weeks during the summer. There is some discussion regarding increasing such opportunities for a larger number of faculty.

It is clear that the financial resources are available for faculty to pursue independent research and scholarship. However, the typical teaching load of 20 hours a week in addition to four hours of office hours, extra mentoring sessions, committee work, and a wide variety of institutional assessment activities severely limits the faculty's ability to develop a sustained, rigorous scholarly or practice agenda. Most faculty appear to be in the classroom four days a week. The team identified some inefficient utilization of faculty resources, ironically due to class sizes being too small. In cases where a single course preparation is assigned, teaching one reasonably sized class instead of two extremely small classes would be considerably more efficient with equivalent student outcomes.

The institutional assumption is that research or practice is something that can be accomplished during the summer and over breaks. The limitation of these policies is evident in the relatively scarce scholarly and creative output of the faculty. There is little to no evidence of publication in peer-reviewed or comparable academic journals, participation and placement in national and international competitions, receipt of outside grants, or recognition of accomplishment in architectural practice through regional or national awards or publications for a faculty of this size.

As stated in the 2009 NAAB Procedures, “An exhibition of faculty work is essential for assessing the quality of the program and its growth opportunities. Faculty work must illustrate the range of research, scholarship, and creative activity carried out since the previous site visit.” The faculty exhibit presentation for the team visit evidenced a minimal range of research, scholarship and creative activity. Faculty listed -Who‘s Who‖ citations among their honors, and all faculty listed membership in the ACSA, a membership that is conferred to the institution, not to the individual.

Faculty and administrators at SCAD reiterate the institution‘s mission as a teaching institution. However, without recourse to sufficient time to pursue independent agendas beyond teaching it is unclear how faculty remain current or expand their knowledge of either the discipline or profession of architecture, in addition to limiting opportunities to pursue scholarly work and expertise in the field of teaching or curriculum development for architecture. It is not clear that the institution values or supports these activities. This mindset compromises excellence in teaching as well as recruitment and limits faculty opportunities to seek employment at other institutions.

Thus, the team finds that the school‘s facilitation of faculty research, scholarship, creative activities, practice and professional service is not adequate to ensure that faculty remain current and connected to the expectations of the academe and the profession. Of special concern is the fact that the same issues have caused either Condition 6 – Human Resources or Condition 7 – Human Resource Development to be not met for three consecutive accreditation visits. (See Condition 1.1 Architecture Education and the Academic Context in this VTR for further discussion.)

> **2013 Visiting Team Assessment:** The 2013 visiting team reviewed current teaching loads, opportunities for faculty development, faculty contracts with the institutions, and the current sabbatical policy. In addition, the visiting team interviewed the dean, the chair, faculty members, and students to gather more information on the issues raised by the previous visiting team. The team also made a careful review of the faculty exhibit that was provided in the team room area. The visiting team also attempted to compare SCAD policies with the more typical requirements of research institutions while keeping in mind the distinct culture of SCAD. Using the provided information, the team feels there is some evidence that there is time, though modest, for faculty to conduct research and creative activities as part of their employment contract with the institution. The team supports the concern raised by the previous team that this activity is essential for educators to remain current in their discipline. We note that the faculty felt there were adequate resources for development, that there has been an increase in Presidential Fellowships for the architecture program, and that the new sabbatical policy is more in keeping with academic traditions. The visiting team also notes that there is the option for faculty to receive course load reductions if they are actively engaged in research/creative activity. These reductions are at the discretion of the dean. The faculty exhibit demonstrated that many faculty members are enriched by their creative activities and research efforts. The team feels this Condition should continue to be monitored in the future since an exact comparison between SCAD culture and national university standards is challenging.

2004 Condition 12, Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Previous Team Report (2010): SCAD's M. Arch. degree requirements are substantially short of those required by the 2004 NAAB Conditions for Accreditation. The same number of required hours continues in the 2009 NAAB Conditions. The team understands that the minimum hourly requirements have a compliance deadline of 1/1/2015. Given the lack of a NAAB definition, SCAD has interpreted compliance to be publication and matriculation by that date, rather than graduates having the required number of hours by that date.

The team has strong cause for concern about the ability of the program to meet this deadline, given the lack of recognition or progress toward compliance in the past six years, the lack of a strategic plan to meet the requirements, the magnitude of the challenge, and the inevitable time required to effectively develop, refine, and implement any significant curricular change. This is particularly true when considering such adjustment should not be made via current course credit hour manipulation, but rather must be accommodated through expanded curricular content.

NAAB Conditions require a total of 252 quarter hours for an M.Arch degree. SCAD's current 5 year M. Arch program requires only 225. SCAD's required 45 quarter hours of graduate work complies with NAAB requirements, however, hours in non-architectural courses are between 2.5 and 37.5 quarter hours short of the 67.5 quarter hours required by NAAB, depending on course interpretation. Meeting the required curriculum content expansion within the15 quarters currently available in the program presents a significant challenge. (note: Two very different conversion ratios are used for converting semester hours to quarter hours in the 2010 APR, neither of which seems to be correct. The APR also has no department interpretation of the distribution of current course work among architectural and non-architectural course content.)

As acknowledged by the college administration, the degree of curricular ‑rearrangement‖ necessary to address this mandate will take several years to craft, evaluate, and execute. The team has found no evidence of a strategy to effect this transformation.

There are a number of institutional obstacles to accomplishing this goal, chief among them the five-credit hour assignment to all courses throughout SCAD, regardless of their seminar, lecture, or lab/studio structure. Of particular concern, is that the college may attempt to rectify this deficiency without giving due consideration to the intent of the requirement: to insure the breadth of general, liberal, and professional education implied by the graduate degree designation. The APR suggests that the requirement could be met by doubling the credit hour assignment to studio classes, which would be gross credit inflation.

A source of this problem could be found in the current BFA curriculum that constitutes the first four years of the five-year M. Arch degree. The stated strength and identity of SCAD's architecture program is its place within a college of art and design, which offers a diversity of degree offerings in disciplines affiliated with art and architecture. All SCAD students participate in the a similar course of study in foundation studies. Yet beyond the first year of the BFA curriculum architecture students have only a small number of selective coursework in art/architecture history, behavioral/science, English, and ELDS. On the other hand, the current curriculum is lacking in rigorous intermediate level courses in the history/theory of architecture or contemporary practice. There are only two open opportunities for electives, both available in the final quarter of the curriculum and required to be graduate level courses. Prerequisites necessitate that these electives will almost always be in architecture. The M. Arch program affords one technology and two open electives.

The team recognizes that because this change will require additional curricular content and a rethinking of the entire curriculum, there is extraordinary opportunity that accompanies this challenge. The team notes that considerable resources and expertise in curriculum development will be required accomplish this task and strongly encourages the college to commit the resources needed to ensure that this not be an opportunity lost.

> **2013 Visiting Team Assessment:** The visiting team found evidence that this Condition has been met. The new curriculum for the BFA – Architecture and the Master of Architecture degree programs meet the NAAB requirements for instructional credits (See II.2.2 Professional Degrees and Curriculum).

2004 Criterion 13.9, Non-Western Traditions: Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2010): The team sees only scattered evidence of non-Western architecture or urbanism in required courses in the curriculum. Both the required two-quarter art and architecture survey and the two-quarter History of Modern Architecture survey are explicitly focused on Western art and architecture. The syllabus for Art History 100 states: –This course is the first half of a two-part survey designed to introduce students to the historical and intellectual content of Western Art. This course focuses on painting, sculpture, and architecture from the Paleolithic to the Late Gothic period in Europe as presented in terms of history, style, meaning, and social context.‖ Although a week is devoted to -Art of the Near East/Mesopotamia‖ in the trajectory of the class it is clear that this material is presented as a precursor to the development of Western art and architecture. Similarly, the content of the Modern Architecture survey courses does not move beyond Europe or North America.

A similar orientation can be seen in the single class session devoted to -Mesopotamian, Egyptian, Greek, and Roman Architecture‖ in the required Introduction to Architecture class. Although examples of vernacular and non-Western architecture can be seen sporadically throughout a number of class lectures, these are always used as singular examples in the context of a larger conceptual framework such as -Elements of Architecture‖ or -Proportion.‖

This omission is particularly striking given the strength of the Art and Architectural History department and its diverse offerings. Students have access to these courses through their required Architectural History or SCAD electives, but these opportunities are limited, and students are not required to opt for courses in non-Western traditions. Additionally, individual students exhibit clear interest in these areas as evidenced by the research, geographical location, and topics of thesis work.

> **2013 Visiting Team Assessment:** The visiting team found evidence that this Student Performance Criterion has been met (see A9 – Historical Traditions and Global Culture). In addition, the admission process used by the architecture program screens all applicants for compliance with this SPC.

2004 Criterion 13.28 Comprehensive Design: Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Previous Team Report (2010): While evidence exists that students are exposed to the individual issues that comprise a complete architectural solution, the evidence is not compelling that once exposed to these requirements, all students incorporate this knowledge in their projects, or in their on-going work. Hence the retention and integration of information seems to be lacking as students advance through higher design studio levels, and the ability to pull all of the components together into a truly comprehensive design is not demonstrated.

The various comprehensive design project types each incorporate some of the planning and design elements required for a comprehensive design project, however, the requirements of

this criterion are not demonstrated evenly and consistently across the entire body of evidence. Project process, scope, scale, complexity and level of final detail vary widely from section to section.

In general, it might be assumed that a project that would not typically require a licensed architect in most states would be considered too small to fully demonstrate ability in comprehensive design, and a project that requires a large, multidisciplinary team for schematic design would be too complex to effectively demonstrate an ability to produce a complete comprehensive design in a 20 week studio process.

The team wishes to acknowledge what they consider to be an appropriate curricular change that has shifted comprehensive design studio work to a two-quarter sequence in the 4th year. The short duration of quarters limits the ability to adequately develop projects to the level required to demonstrate Comprehensive Design. However, the lack of coordination between requirements of the various project sections and the disparity of what should be equivalent student outcomes provide evidence that not every student meets the requirements of this criterion. SCAD values the individuality afforded its faculty and students, and the team wants to emphasize that this approach need not be limited by the requisite for consistent and comparative educational experiences. Year masters and 4th year faculty need to develop curricular guidelines so that each section will provide equivalent student outcomes within the individual approach afforded each professor and student.

2013 Visiting Team Assessment: This criterion is now met.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

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

2013 Team Assessment: The 2012 Architecture Program Report provides a description of the history and mission of the institution. It outlines the five dimensions of the program and their relationship with the institution. These dimensions include the program's participation in SCAD's remote campuses in Lacoste and Hong Kong, which provide foreign learning experiences to architecture students.

The SCAD's location in Savannah is a major contributor to the value of the education received by the students, and, conversely, the city of Savannah benefits from the school being located there. There are approximately 60 SCAD buildings scattered around Savannah and everywhere that buildings are located neighborhoods are enhanced. The students are influenced by the city and are learning a lesson outside of the classroom about city revitalization and building construction.

Being located within a larger design and arts institution means that architectural students have access to experiences with the associated arts, share in design and fabrication technologies, and engage in collaborative creative problem solving with their colleagues.

***I.1.2 Learning Culture and Social Equity**:*

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

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

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

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

[X] The program has demonstrated that it provides a positive and respectful learning environment.

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

2013 Team Assessment: Learning Culture: SCAD provides all students with a Learning Culture Credo that outlines the principles for the learning experience. The institution surveys all students using the Noel-Levitz Student Satisfaction Survey and monitors student satisfaction against program outcomes. Through the development of the new School of Building Arts Learning Units, the culture of learning through participation in service projects, attendance at lectures and participation in professional events encourages and supports positive learning opportunities outside of class time—creating a culture of active learners.

Culturally Rich Environment: The demographics of the current faculty show a diversity of culture and gender. However, since the fall 2009, the percentage of Asian, Black, non-Hispanic faculty has fallen by a noticeable percentage: the number of minority faculty has decreased by one Asian faculty member and one Black, non-Hispanic faculty member. In contrast, the student body has increased in Asian, Black, non-Hispanic, and Hispanic populations. There are personnel policies for special hiring initiatives to encourage diversity. The program should continue to monitor its efforts.

Cultural enrichment is provided through opportunities to study in Lacoste and Hong Kong and to participate in field work in various U.S. and international cities. Numerous projects in studio classes and the thesis ARCH 798/799 Graduate Architecture Studio provide evidence that students are capable of exploring issues of race, sexual orientation, social class, and culture in projects located in the U.S. and abroad. The yearly lecture series contributes to student exposure to international issues. Finally, the number of international professors and students creates an environment for the exchange of international perspectives.

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.[1] 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.

[X] The program is responsive to this perspective.

2013 Team Assessment: The Savannah College of Art and Design is accredited by the Southern Association of Colleges and Schools Commission on Colleges and can award bachelor and master degrees. The program provided ample evidence in the APR, on its web site, and in the faculty exhibit that the "architecture faculty members engage in diverse areas of scholarship that align with the Boyer Report model of teaching, discovery, integration, and application." Further evidence is provided by the number of Presidential Fellowships awarded to the faculty and the increase since the last visit in the number of faculty participating in national conferences. The program takes advantage of its location in an art and design college and offers opportunities for its students to take courses in other disciplines.

The program benefits the institution by providing one of two programmatically accredited, professional programs and the only licensed profession taught at the college. Consequently, its greatest contribution might be measured by its scholarly rigor and seriousness of purpose in the area of creative problem solving. The program's faculty and students also participate in the SCAD

[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

Collaborative Learning Center (http://www.scad.edu/clc/), where students, faculty and practitioners work across disciplines on projects of concern to society.
The faculty is actively involved in university governance and participates on many university faculty committees.

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.

[X] The program is responsive to this perspective.

2013 Team Assessment: The students in the Master of Architecture program at SCAD receive an education with an emphasis on preparation for architecture practice. Students entering the workforce understand the value of working in cooperative groups and integrating building technologies into design solutions. They demonstrate their ability through their comprehensive design project (ARCH 727/737) and final thesis (ARCH 798/799).

Through organizations such as the American Institute of Architecture Students, the U.S. Green Building Council, National Organization of Minority Students, American Society of Heating, Refrigerating, and Air Conditioning Engineers, and Freedom by Design students are actively serving as leaders in their school, in their local community, and participating at regional and national conferences. For instance, the SCAD AIAS chapter hosted the 2012 AIAS Forum, the national meeting of the AIAS.

Savannah College of Art and Design offers students opportunities to study globally through SCAD Lacoste and SCAD Hong Kong. This provides students an awareness of the global world where an appreciation of diversity is nurtured. Statistics collected by the institution show that 90% of the 2012 architecture graduates are either working in the profession or are continuing their education. These data suggest students are well prepared by their SCAD education.

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.

2013 Team Assessment: At the student meeting, attended by approximately 30% of the students, 100% of the students have knowledge of the IDP program, and 40% have started their IDP files. It is the program's goal to have all architecture students introduced to IDP and to begin their IDP file. The school provides funds for one-half of the cost of starting an IDP file for each student. When asked at the student meeting, 95% of the students indicated a desire to become a licensed architect.

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.

2013 Team Assessment: Students at SCAD are well qualified to practice in a global environment and to advocate for design-based solutions that respond to diverse clients and communities. The large proportion of international students and faculty is accompanied by opportunities for international exchanges. In addition, students are encouraged to attend evening lectures by international architects and are given class assignments in ARCH 706: Architectural Practice where they analyze practice in a global economy. There is a strong emphasis on designing for the environment that demonstrates student understanding of environmental stewardship. This was evident in all thesis presentations as well as comprehensive design studios. ARCH 779 is a required internship course where students either work in the field or teach. This expands their opportunities to gain an appreciation and knowledge of the profession.

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.

2013 Team Assessment: The Department of Architecture provides ample opportunities for students to become actively engaged with the challenges of contemporary society. They have ongoing community-based programs in New Orleans and Savannah that demonstrate the role designers can play in helping communities resolve the issues they face. It addition to these programs, faculty and students in architecture participate in the Collaborative Learning Center where they work in partnership with other disciplines, corporations, NGOs, and governmental agencies on contemporary challenges.

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.

2013 Team Assessment: The program provided evidence in the 2012 Architecture Program Report and on-site documents of a long-range planning process. The program has just completed the SCAD 2020 strategic plan, which was available to the team. This institutional plan has been translated into a plan for the School of Building Arts and the architecture program. The planning process involves faculty and their input is provided at an annual retreat. The program also takes advantage of ongoing assessment processes to enrich their plan of action. The school has an advisory board that also provides input to the strategic planning process as well as assessment of curricular outcomes. The program's term and annual data collection effort provides feedback to faculty committees and has led to a recent restructuring of the curriculum.

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:*
    - o *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
    - o *Individual course evaluations.*
    - o *Review and assessment of the focus and pedagogy of the program.*
    - o *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.

2013 Team Assessment: The 2013 visiting team confirmed the self-assessment processes outlined in the 2012 Architecture Program Report at the faculty meeting and with administrator interviews. The program has an ongoing process of student assessment for the undergraduate and graduate program. This extends beyond course evaluations and includes a three-phase process of assessment. This program assessment is augmented by institutional-wide assessment of student satisfaction and learning engagement that provide data on architecture students. The results of assessment are shared with the faculty curriculum and assessment committees.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
    - o *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*[2]*.*
    - o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
    - o *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.*
    - o *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.*
    - o *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.*
    - o *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 & Staff) are adequate for the program

[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.

2013 Team Assessment: The team found evidence that the program has appropriate human resources to support student learning and achievement. The visiting team's conclusion was corroborated through meetings with the faculty, students, the chair, and the dean.

The team found evidence through faculty interviews and discussions with students as well as by direct observation that there is a tutorial exchange between students and faculty that promotes student achievement. Faculty stated there is a balance between teaching workloads, student advising, and their own professional development. Student interviews noted that faculty members are frequently in studios beyond specified class-meeting times and that most faculty advising is informal and outside of office hours. This practice is not consistent with the Studio Culture Policy and should be monitored.

The team found evidence of the required human resource policies in the *SCAD Faculty Handbook 2012-13*.

The program has a designated IDP coordinator, Professor Hsu-Jen Huang, and the requirements for IDP instruction are met.

SCAD has several programs to assist faculty with professional development that contributes to the program's improvement. Available programs include: a new Sabbatical Awards Program, Presidential Fellowships, financial support to attend academic conferences, and interdisciplinary collaboration opportunities through the Collaborative Learning Center.

The team found the faculty mentorship efforts to be helpful, encouraging, and egalitarian.

- *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 freshman, 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

2013 Team Assessment: The team found evidence of documents that outline the program's student admissions policies and procedures in the SCAD 2012–2013 Catalog. Information outlined in the catalog includes: application forms and instructions, admissions requirements, admissions decisions procedures, financial aid, scholarships procedures, and student diversity initiatives.

Sufficient evidence of the program's commitment to student achievement was available in the team room.

I.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

2013 Team Assessment: The architecture program is one of six programs in the School of Building Arts. The program is led by a chair who reports directly to the dean of the school. The chair participates in the chair–dean's monthly meetings and attends a biweekly meeting with the dean. In addition, the program participates on the Institutional Effectiveness Council, a major institutional planning committee.

The chair of the architecture program administers the architecture degree program and is supported by an administrative assistant. In addition, the centralized administrative services at SCAD support the program and school by providing additional staff for a range of services such as: catering, logistics, printing and publishing, conferencing, IT (hardware, software, and maintenance), and other functional support to the program as needed. This combination of local and centralized support is adequate for the program to maintain robust services for faculty and students.

- **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

  2013 Team Assessment: In meetings with the faculty, the visiting team heard that a system of committees and scheduled meetings exist for personnel to participate in the governance process. The SCAD Faculty Handbook has clear policies on faculty governance and faculty responsibilities. However, the visiting team could not find evidence of a formal governance document (bylaws) that makes the governance process transparent with clearly defined roles and responsibilities for each constituency. At the student meeting it was clear that students are not actively involved in governance issues such as faculty searches, curriculum planning, faculty meetings, etc.

I.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

2013 Team Assessment: The visiting team found that SCAD provides exceptional facilities for its students and faculty. There are adequate dedicated studio spaces to support studio-based learning in Eichberg Hall. It provides 70,035 square feet of space for 38 individual studio sections. In addition to studio spaces, Eichberg Hall also provides lecture rooms equipped with technology, computer labs, graphic labs, a model shop, a material lab, a student lounge, faculty offices, and conference rooms. Additional lecture rooms, including a 250-seat auditorium, are available to the program in the adjacent SCAD Museum of Art building.

Both students and faculty have access to additional facilities on the SCAD campus. These include the Jen Library, digital fabrication facilities, 2-D printing and plotting, and additional wood, metal, and plastic shops. The visiting team was impressed by the quality of these facilities and the support staff available to assist students.

I.2.4 Financial Resources*: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2013 Team Assessment: The visiting team reviewed budget information contained in the APR as well as additional information supplied by the program chair. The visiting team also interviewed the school's and institution's budgeting officers to gain an understanding of the program's budgeting process. Using this information the visiting team gained perspective on the budgeting process of the institution and the centralized support system available to the program. This centralized support expands the level of services available to the architecture program, and these services are not directly reflected in the program's budget (e.g., conferencing support, logistical support, advising support, IT hardware and software, etc.).

The visiting team found there is an annual budgeting process for the architecture program to receive additional funding to support new initiatives.

Forecasts for future budgets were provided to the team. They project over a 9% annual increase in budget for each of the next three years.

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

2013 Team Assessment: Information resources are exemplary and provide extensive resources. In addition to the main library, which offers materials and services for all programs, there are extensive online services that include access to the Building Green Suite, ConneXion, ARTstor, and SCAD's digital database. The library collection supports architecture, historic preservation, architectural history, interior design, furniture design, and urban design as well as general education programs. SCAD librarians provide "pop-up library" visits to studios once a month to showcase new publications and materials. Librarians frequently meet with thesis students during class time to support their research efforts. SCAD also provides library services at its outreach programs in LaCoste and Hong Kong.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports[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 & 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 & 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

2013 Team Assessment: Statistical reports were provided in the APR and documents submitted by the chair.

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

[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

2013 Team Assessment: Evidence was found online (NAAB Team login) and all statistical data submitted has been verified by the institution. Statistical reports were found in the 2012 APR (page 93).

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.

2013 Team Assessment: The visiting team found evidence of faculty credentials in the APR (Section 4.2, pages 220-259). In addition, the visiting team had access to a faculty exhibit, which displayed both professional and academic work of the faculty for the last three years. The visiting team found 33% of the faculty members are licensed architects, and 50% of the faculty members teaching in the graduate program are licensed architects.

[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

2013 Team Assessment: The team found the materials readily available in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & 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

2013 Team Assessment: ARCH 799: Graduate Architecture Studio: Thesis II provides samples of students' ability to write and read via the written thesis. ARCH 745: Graduate Seminar in Architecture provides written examples of thesis research. Verbal communication skills were demonstrated in the videos of student presentations from the Collaborative Design Charrette.

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

2013 Team Assessment: The team found evidence of Design Thinking Skills in the project displays and process books for ARCH 302 – Architectural Design Studio 2.

In the graduate program, evidence was found in the project displays and process books of ARCH 727 – Graduate Architecture Studio 2.

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] Well Met

2013 Team Assessment: Evidence of student ability to use a variety of representational media including hand-drawing, watercolors, digital rendering, and graphic design is displayed in both the pre-professional programs DSGN100 and ARCH 404 and the professional program ARCH 717: Graduate Architecture Studio I and ARCH 799: Graduate Architecture Studio: Thesis 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

2013 Team Assessment: Evidence was found in the drawings presented in the team room and in the course notebooks books for ARCH 341: Construction Technology II.

In the graduate program evidence was found in ARCH 727: Graduate Architecture Studio II and ARCH 737: Graduate Architecture Studio III.

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

[X] Met

2013 Team Assessment: The team found evidence of investigative skills in the process workbooks for ARCH 727 & 737: Graduate Architecture Studio II & III. Evidence was also found in the graduate studio classes ARCH 745: Graduate Seminar in Architecture in academic research papers with biographical references

The team found evidence of investigative skills at the undergraduate level in ARCH 404 – Architecture Design Studio IV. Evidence was found in student process workbooks.

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

[X] Met

2013 Team Assessment: Students clearly show their abilities with Fundamental Design Skills in graduate program studios: ARCH 717: Graduate Architecture Studio I, ARCH 798 & 799: Graduate Architecture Studio: Thesis I & II and ARCH 727 & 737: Graduate Architecture Studio II & III. Fundamental design skills are shown in drawings and process workbooks that include: plans, sections, elevations, massing studies, modeling, and analytical and systems diagrams.

Undergraduate students clearly show their abilities with Fundamental Design Skills in coursework presented as a part of DSGN 223,224,225.

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

2013 Team Assessment: ARCH 798: Graduate Architecture Studio: Thesis I provided evidence of the use of case studies to inform design decisions. ARCH 717: Graduate Architecture Studio I provided evidence through the use of diagrams and research reports.

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

2013 Team Assessment: The visiting team found evidence of this student performance criterion in student projects produced in ARCH 727 & 737: Graduate Architecture Studio II & III and in ARCH 799: Graduate Architecture Studio: Thesis II. Student plans were well organized and were translated into two- and three-dimensional forms in both physical and digital models.

The undergraduate course ARCH 302: Architecture Design Studio II and ARCH 405 Architecture Design Studio V provide evidence of ordering systems in student work products.

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

2013 Team Assessment: The graduate program courses, ARCH 706: Architectural Practices, 727: Graduate Architecture Studio II and ARCH 737: Graduate Architecture Studio III provide examples of student designs, process booklets, precedent studies, and student papers that demonstrate students understand and apply their knowledge of Historical Traditions and Global Culture.

Undergraduate pre-professional courses ARCH 101: Introduction to Architecture and ARLH 211: Survey of World Architecture and Urbanism provide evidence of student papers and exams that meet Historical Traditions and Global Culture.

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

2013 Team Assessment: The team found evidence of Cultural Diversity in the graduate course ARCH 798 & ARCH 799 – Graduate Architecture Studios Thesis I & II.

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

[X] Met

2013 Team Assessment: The visiting team found evidence of applied research in ARCH 799 – Graduate Architecture Studio: Thesis II.

Realm A. General Team Commentary: The visiting team finds that students demonstrate a thorough background and competent skill level in Critical Thinking and Representation. Use of Precedents and their integration into studio projects is particularly noteworthy. The process workbooks are exemplary tools for the investigation of the design problems. Videos, reports, and papers demonstrated student facility in verbal and written communication. Student projects incorporated watercolors, sketches, and multimedia and show a strength in Visual Communication Skills.

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] Met

2013 Team Assessment: Evidence is found in the graduate courses ARCH 717: Graduate Architecture Studio I, ARCH 798: Graduate Architecture Studio Thesis I, and ARCH 799: Graduate Architecture Studio Thesis II.

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] Met

2013 Team Assessment: ARCH 727: Graduate Architecture Studio II provides evidence of meeting the requirements of Accessibility. There is evidence of the use of ADA codes to make informed decisions in studio work. ARCH 799: Graduate Architecture Studio: Thesis II demonstrated ability to meet this requirement through site and building design.

In the pre-professional program ARCH 405: Architecture Design Studio V demonstrates the ability to incorporate accessibility code requirements in building design.

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] Well Met

2013 Team Assessment: The pre-professional ARCH 361: Environmental Control I provides a comprehensive overview of environmental systems that is a sound basis for student work in sustainability. Students accepted into the professional master's program must meet requirements for this class before acceptance into the graduate school.

Graduate Studios ARCH 727: Graduate Architecture Studio II and ARCH 799: Graduate Architecture Studio Thesis I demonstrate the students' strong abilities in designing to meet the issues of sustainability. Student process workbooks demonstrate the ability to analyze site and climate conditions and the student project designs demonstrate the ability to orient buildings to maximize solar gain, utilize energy efficient materials, conserve water and select materials with low impact on the environment. Several studio projects focused on design for social and psychological well-being, an aspect of sustainability often overlooked.

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] Not Met

2013 Team Assessment: The team found evidence of the students' ability to respond to site characteristics and context in the development of a design project at the graduate level (ARCH 717: Graduate Architecture Studio I & ARCH 727: Graduate Architecture Studio II). However, the team did not find evidence of topographical modifications to accommodate a proposed project.

B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Met

2013 Team Assessment: The visiting team found evidence of the requirements for B5 – Life Safety in ARCH 727 Graduate Architecture Studio II and ARCH 737 Graduate Architecture Studio II. Included were life safety plans for the building designed by students.

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	**B.2. Accessibility**
A.4. Technical Documentation	**B.3. Sustainability**
A.5. Investigative Skills	**B.4. Site Design**
A.8. Ordering Systems	**B.7. Environmental Systems**
A.9. Historical Traditions and Global Culture	**B.9.Structural Systems**
B.5. Life Safety	

[X] Met

2013 Team Assessment: Students in the graduate program meet the requirements for B6 - Comprehensive Design in ARCH 727-Graduate Architecture Studio II and ARCH 737: Graduate

Architecture Studio III. The team found evidence of all aspects of this criterion in the student work products displayed in the team room including project designs and process workbooks.

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] Met

2013 Team Assessment: The visiting team found evidence of this criterion in student work sheets, quizzes, and papers in ARCH 706: Architectural Practices.

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

2013 Team Assessment: Student work in Professional ARCH 727: Graduate Architecture Studio II demonstrates student understanding of principles of environmental systems design and projects included thermal building analysis, Ecotech daylight modeling, and mechanical system diagrams in plans and sections.

In the pre-professional program ARCH 361: Environmental Control I and ARCH 461 Environmental Control II provide a comprehensive overview of environmental systems. Student ability is evident in exams, presentations, building analysis, and quizzes. Examples of the application of this knowledge is evident in pre-professional course ARCH 405. Students accepted into the professional master's program must meet requirements for this class before acceptance into the graduate school.

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

2013 Team Assessment: Evidence was found of student understanding through assignments and exams in ARCH 719: Structural Lateral Forces.

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

2013 Team Assessment: Student work in ARCH 727: Graduate Architecture Studio II demonstrates student understanding of the basic principles of building envelope systems and assemblies as shown in detailed wall sections and construction assembly diagrams.

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

2013 Team Assessment: Student work in ARCH 727 & 737: Graduate Architecture Studio I & II demonstrates understanding of building systems and the integration of environmental systems into a building design.

The undergraduate course ARCH 361: Environmental Control I and ARCH 461: Environmental Control II includes a comprehensive overview of service systems that provides a sound basis for student work in building service systems integration. Students demonstrate their understanding of building service sysem integration through quizzes, exams, and papers. Students accepted into the professional master's program must meet requirements for this class before acceptance into the graduate school.

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

2013 Team Assessment: ARCH 737: Graduate Architecture Studio III provides evidence of student understanding of B 12 – Building Materials. The process workbooks and student design projects displayed an analytical selection process using material, environmental and visual characteristics.

Realm B. General Team Commentary: The visiting team found that Integrated Building Practices, Technical Skills and Knowledge were well integrated into design studio work. Issues of sustainability were particularly noteworthy and integrated into student projects. The team found students used analytical tools to measure design performance.

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] Well Met

2013 Team Assessment: ARCH 706: Architectural Practices provides evidence of student ability to work in collaboration with others. ARCH 717: Graduate Architecture Studio I and ARCH 747: Graduate Architecture Studio IV provide additional evidence of collaborative work habits to successfully complete design projects.

C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

[X] Met

2013 Team Assessment: ARCH 798 Graduate Architecture Studio: Thesis I and ARCH 799 Graduate architecture Studio: Thesis II provide evidence of students developing architectural programs that consider human behavior and natural phenomena, and students apply this information to the design of a building project.

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] Well Met

2013 Team Assessment: ARCH 706: Architectural Practices provided evidence in the form of quizzes, papers, and firm research papers that students understand the financial, contractual, ethical and managerial relationships that architects have with clients. In addition, students demonstrated their understanding of this material in ARCH 717: Graduate Architecture Studio I, where they worked with real client groups.

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

[X] Well Met

2013 Team Assessment: ARCH 706: Architectural Practices provides samples of student exams that meet the requirements of C4 – Project Management.

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] Well Met

2013 Team Assessment: ARCH 706: Architectural Practices provides samples of student exams, role playing scenarios, and simulations that meet the requirements of C5 – Practice Management.

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

2013 Team Assessment: ARCH 706: Architectural Practices provides evidence of student understanding of C6 - Leadership. In addition, ARCH 717: Graduate Architecture Studio I provided evidence of an understanding of collaborative processes. This evidence was supported through the visiting team's direct observation of students working in studios.

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] Well Met

2013 Team Assessment: ARCH 706: Architectural Practices provides samples of student exams and student research papers that meet the requirements for C7 - Legal Responsibilities.

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] Well Met

2013 Team Assessment: ARCH 706: Architectural Practices provides samples of student exams, student papers, and case studies that meet the requirements for C8 – Ethics and Professional Judgment.

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

2013 Team Assessment: Student projects and process workbooks in ARCH 717 Graduate Architecture Studio I provided evidence of C9 – Community and Social Responsibility.

Realm C. General Team Commentary: The visiting team found a majority of the criteria in Leadership and Practice to be met in ARCH 706: Architectural Practices. The syllabi and student work products for this course were comprehensive and provided insight into architectural business practices. In addition, graduate studios provide students with the opportunity to hone their collaborative and leadership skills.

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

2013 Team Assessment: SCAD is accredited by SACS

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

2013 Team Assessment: The accredited professional master of architecture (M. Arch.) degree program requires 180 undergraduate hours and 90 graduate hours for a total of 270 quarter credit hours (equivalent to 180 semester credit hours). This is within the range established by NAAB requiring 168 credit hours for the master of architecture degree of which 30 credit hours must be at the graduate level in professional studies and electives.

The required credit hours for graduate students entering the professional program from pre-professional programs at other schools is assessed using the review of the student's academic transcript by an institutional transfer credit evaluator and an architecture faculty committee that reviews portfolios, course catalogs, online information, and course work products.

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

2013 Team Assessment: In meetings with the faculty, the visiting team heard of processes used to formally identify the strength and weakness of the curriculum. Faculty described multiple opportunities for assessment and different sources, including practitioners and peer assessment. They use information gleaned from the process to make adjustments to the curriculum. The faculty was proud to explain that the enhanced curriculum is an example of this process in action.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL 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 pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional 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

2013 Team Assessment: The visiting team reviewed the policy on admissions, discussed the process with faculty and reviewed specific student files where applicants had completed their undergraduate education at another institution. The visiting team found that the program has a well-designed system to review applicants to the graduate program. They have designed a well-conceived electronic form to serve as a checklist to ensure that applicants have met all the required SPCs to enter the program. Each candidate is reviewed by a faculty committee, which assesses both a student portfolio (to assess SPCs in the A and C categories) that is an admission requirement and course catalogues, course syllabus, course work products and/or course web sites from the student's undergraduate institution before assigning completion of technical courses. The team observed several files where students were assessed deficient in undergraduate course work and had to complete preparatory courses before continuing their graduate studies. These observations were confirmed with student interviews.

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

2013 Team Assessment: The statement on NAAB-accredited degrees is in the APR as evidenced in the exact language found in the 2009 NAAB Conditions for Accreditation, which is posted in a prominent position on the program's main web site.

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

2013 Team Assessment: To assist parents, students, and others, this criteria is met as evidenced in the link to the 2009 NAAB Conditions for Accreditation on the main SCAD web site (http://www.scad.edu/architecture/), which provides direct access to the appropriate NAAB web site where the following documents can be found: *The 2009 NAAB Conditions for Accreditation* and the *NAAB Procedures for Accreditation* (edition currently in effect).

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.aias.org
www.acsa-arch.org

[X] Met

2013 Team Assessment: Career development resources are provided online (http://www.scad.edu/connect/career-success/index.cfm). Links to additional web pages display specific career information for architects for new and current students. (http://www.scad.edu/architecture/careers.cfm#programButtons). The career web pages provide links to additional information about accreditation and to the NAAB web site. Each student has an assigned career counselor, both a faculty advisor as well as an architectural career advisor from the Building Arts Career Center. There are portfolio, résumé, and interview workshops for students offered through the Career Center. According to meetings with staff and administration, there is good communication between these units. In 2012, the SCAD Career Fair hosted 136 organizations that included architectural

firms such as Gensler, Perkins + Will, Hirsch Bedner Associates, and others.

SCAD schedules quarterly IDP workshops. At the student meeting, approximately 90% of the SCAD students were aware of IDP information.

SCAD assists students with obtaining required internships. Since the last accreditation visit the program has provided placements at more than 40 national and international firms.

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

2013 Team Assessment: The public can search the SCAD library web portal to find the call numbers for the most recent APR and VTRs. The most recent APR and the most recent VTR are available in the SCAD Jen Library:

- 2009 Architecture Program Report, Savannah College of Art and Design, September 8, 2009, Revised February 27, 2010 per team chair request: # NA2300.S28 S28 2010
- Visiting Team Report, National Architectural Accrediting Board, 14 April 2010: # NA2300.S28 V57 2010 These documents contain the complete APR and VTR materials including attachments and addenda.

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] Met

2013 Team Assessment: A link to NCARB.org is on the main architecture program web page (http://www.scad.edu/architecture/). Parents and prospective students can research the pass rates for SCAD by following this link.

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 Savannah College of Art and Design, *APR,* pp. 1-3

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

Reference Savannah College of Art and Design, APR, pp. 3-8

C. Long-Range Planning (I.1.4)

Reference Savannah College of Art and Design, APR, pp. 25-33

D. Self-Assessment (I.1.5)

Reference Savannah College of Art and Design, APR, pp. 33-39

2. Conditions Met with Distinction

Section I.2.5: Information Resources

A-3 Visual Communication Skills

B-3 Sustainability

C-1 Collaboration

C-3 Client Role in Architecture

C-4 Project Management

C-5 Practice Management

C-7 Legal Responsibilities

C-8 Ethics and Professional Judgment

3. The Visiting Team

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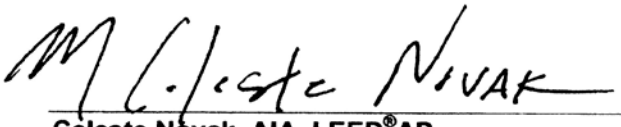
IV. Report Signatures

Respectfully Submitted,

David Cronrath
ACSA
Team Chair

Representing the

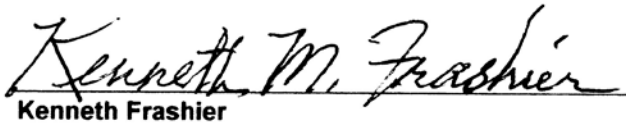


Celeste Novak, AIA, LEED® AP
Team member

Representing the AIA

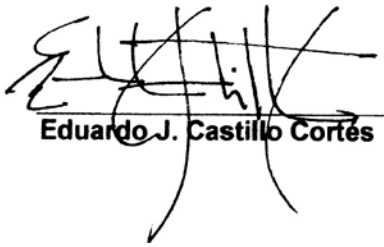
Gabrielle R. Lowe
AIAS
Team member

Representing the



Kenneth Frashier
NCARB
Team member

Representing the



Eduardo J. Castillo Cortés

Non-voting member

Program Response to the Final Draft Visiting Team Report

June 10, 2013

Cassandra R. Pair
Manager, Accreditation
National Architectural Accrediting Board
1101 Connecticut Ave, NW
Washington, DC 20036

Dear Cassandra,

The program wishes to acknowledge receipt of the 2013 Visiting Team Report. The architecture department is grateful to the visiting team members for their thoughtfulness, hard work, and support of architecture education as well as to the NAAB Board of Directors for their dedication to this process and the NAAB staff for their coordination.

As an accredited program for more than 20 years, SCAD Architecture deeply values the accreditation process and is a passionate advocate in preparing students to be future leaders of the profession and successfully fulfill their social responsibilities. Grounded in an art and design context, the university as a whole also remains visibly proud and dedicated to its support of our professional architecture program. We recently had the opportunity to celebrate design innovation and architecture, university-wide, during our 2013 commencement when Moshe Safdie delivered an inspiring address to new graduates and was honored with a doctorate of arts and sciences.

On behalf of the architecture department and the university, we have appreciated the opportunity to demonstrate the remarkable work taking place in our program. We are proud to remain an accredited program and a strong supporter of the NAAB.

Should you have any questions, or if I can assist you in any way possible, please contact me via telephone at (912) 525-5100 or email at ghall@scad.edu.

Respectfully,

Greg G. Hall, Ph.D., AIA, NCARB
Chair of Architecture
Savannah College of Art and Design