NAAB®

Florida Atlantic University
School of Architecture

2017 Visiting Team Report

Bachelor of Architecture (159 semester credits)

The National Architectural Accrediting Board
February 8, 2017

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

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

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I.   **Summary of Visit**

   a. **Acknowledgements and Observations:** The visiting team would like to acknowledge the gracious hospitality of the School of Architecture students, faculty, administration, and staff during the visit. The team also acknowledges the collegial and supportive efforts of Director John Sandell leading up to and during the visit. The team room, organized under his leadership, supported the work of the team so that it could be efficient and productive, and the faculty responded to requests for additional materials and assistance in a timely manner. The administrative staff and students were generous and helpful in assisting team members throughout the visit. The team found faculty members to be approachable and helpful.

   The team notes the following observations about the program:

   - The director is held in high regard by the faculty, staff, and students. Numerous sources in different settings told the team about his fairness, transparency, and openness to new ideas as he leads the program toward new opportunities.
   - There is a strong sense of community among the faculty, staff, and students in the School of Architecture. The students told the team about close-knit cohorts, whose closeness was advanced through activities such as studio field trips, school events, and shared learning experiences. They also described the faculty as being readily available for academic and professional advice.
   - The School of Architecture fosters a robust community engagement program of applied research that serves as a model for college and university outreach. Of particular note is the MetroLab Collaborative, directed by an Associate Professor, and the work that it has performed through ARC 5328: Advanced Architectural Design 1.
   - The School of Architecture is experiencing an exciting and optimistic time in its history. The President, Associate Provost, and Interim Dean confirmed that there is discussion at the highest levels of the university administration regarding possible new Design facilities that will be part of the Florida Atlantic University (FAU) School of Architecture facilities in Ft. Lauderdale, which would include allied design disciplines. This offers an opportunity for the school to build new academic relationships and to further deepen its ties to the community.

   b. **Conditions Not Achieved**

   B.4 Technical Documentation

   B.9 Building Service Systems

   B.10 Financial Considerations

   C.2 Evaluation and Decision Making

   C.3 Integrative Design

II.   **Progress Since the Previous Site Visit**

   2009 Condition I.2.2, Governance: *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.*

Previous Team Report (2011): Governance participation at the faculty level appears to be adequate as noted elsewhere. However, the student council appears to have been inactive for the past semester, and met infrequently the previous semester. Students that the team spoke with generally were not aware of its existence or the process for selection of student representatives, and do not participate in university-wide committees.

Of greater concern to the team, while the personal relationships between students and individual faculty members with suggested approachability if a student were motivated to discuss a problem, the team believes that there is not a general understanding that equitable processes are in place to resolve issues or grievances in a formal setting.

> **2017 Visiting Team Assessment:** This condition is now **Met**. The visiting team met with faculty, staff, and students to confirm the administrative structure and governance as described in the APR (pp. 101-106). Faculty described their participation in various forms of the school, unit, and university governance, and staff confirmed their participation in the shared governance of the school. Students described the faculty as approachable and supportive, thereby addressing a concern of the previous visiting team.

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

Previous Team Report (2011): Condition II.4.5 ARE Pass Rates is not met due solely to circumstances beyond the control of the program. Prometric, the testing consultant for NCARB, neglected to list FAU as a response option for students taking the ARE. The team confirmed that statistics are unavailable on NCARB's website. The team understands that this is remedied *and* that statistics from this point forward will be available.

> **2017 Visiting Team Assessment:** This condition is now **Met**. The visiting team found evidence of ARE Pass Rates on the school's website (http://cdsi.fau.edu/soa/current-students/links-of-interest/).

2009 Criterion A.1, Communication Skills: *Ability to read, write, speak and listen effectively.*

Previous Team Report (2011): The team found that low-pass examples of writing in history and theory classes as well as other essay responses were completely inadequate, and that even high-pass writing examples had significant syntax and spelling errors that were not corrected by faculty. The overwhelming majority of graphic boards also had spelling, usage, and grammatical errors.

Reading comprehension as demonstrated through critical essays had similar issues, and presentation skills as demonstrated through video evidence and observed presentations were inconsistent and generally weak.

The team is sympathetic to circumstances of a poor public education system and a high proportion of both students and faculty for whom English is a second language. However the team feels that the NAAB criterion should not be relaxed for these circumstances and in fact, these circumstances are cause for an even more focused attention by the school on communication skills.

The team wishes to acknowledge that the admission process requires a writing sample; English and writing skills are part of the university curriculum; and writing assistance is available on the Boca Raton campus. However due to systemic communications issues noted in Causes of Concern as well as the remoteness of the architecture program from the main campus, the team felt these measures were inadequate to address writing skills within the upper level curriculum.

2017 Visiting Team Assessment: This criterion is now **Met**. Evidence of student achievement at the prescribed level was found in student work prepared for ARC 4219: Architectural Theory and ARC 5328: Advanced Architectural Design 1. The students' writing included references and bibliographic information, student presentations developed arguments with appropriate visual material, and recorded presentations made available to the team provided evidence of the required speaking skills.

III.   Compliance with the 2014 Conditions for Accreditation

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

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

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

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

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

2017 Analysis/Review: The APR provides a description of the history and mission of the university. FAU was established as the fifth university in the Florida State University System. Since opening in 1964, FAU has grown to have an enrollment of over 30,000 students. It has the most diverse student body in Florida's State University System, with minority enrollment of 47% and international students from more than 180 countries (APR, p. 5).

The School of Architecture is in the College for Design and Social Inquiry, and the architecture program is designated as a Science, Technology, Engineering, and Mathematics (STEM) program by the university. The university's new President has launched an ambitious strategic vision for the institution—the "pillars and platforms" strategic vision. The "pillars" are defined as institutional programs that focus on knowledge that benefits society, and the "platforms" refer to scholarly activity that supports these institutional programs. The school is pursuing this vision by organizing research efforts that support the institutional programs. This was learned during a visiting team interview with the faculty and the Interim Dean. The faculty told the team that this vision is being embraced by the school leadership, as did the President and Provost during the team's exit interview with them. The school faculty are actively pursuing "platforms" that include the Marine and Coastal, Brain Science, and Sensing platforms. This research is forming bridges between the school and other disciplines at the university.

I.1.2 Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.
- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work/school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and communitywide activities.

2017 Analysis/Review: The learning culture of the program revolves around the Studio Culture Policy created by the students and published in the Student Handbook (see http://cdsi.fau.edu/soa/, "Student Handbook" tab). The handbook and the policy are presented to the students at the All-School Fall Meeting. This was confirmed in the team's meeting with the student body, where 40% of the students acknowledged

awareness of the handbook and the policy. Time management, general health, and work/school-life balance issues are also discussed with the students. The MetroLab Collaborative gives the students an opportunity to engage the community through local research and visioning projects. Other learning opportunities are presented to the students through the Office of Undergraduate Research and Inquiry (OURI) and the American Institute of Architects (AIA) Lunch and Learn program, and within the College for Design and Social Inquiry.

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.

- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

2017 Analysis/Review: The APR (p. 10) indicates that the university has policies and services concerning diversity and inclusion among the faculty, students, and staff, which the team verified. Information on the Office of Equity, Inclusion, and Compliance, which provides data regarding the EEO/AA, can be found on the university website (http://www.fau.edu/eic/). FAU's Student Accessibility Services office provides accessibility to classrooms and other facilities for students, as necessary, and offers information regarding accessibility policies and procedures at http://fau.edu/sas/. This information is also found in all course syllabi. All faculty are required to take an online workshop regarding FAU's policy on sexual harassment and discrimination, along with the grievance process, which can be found at https://www.fau.edu/eic/files/5.010_Anti-Discrimination_and_Anti-Harassment.pdf. Academic integrity policies are mentioned in all course syllabi and can be found on the school's website (https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf). Grade review procedures are also accessible by the public online through the "Academic Resources" tab at http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/soa-student-handbook.pdf. The school provides the Studio Culture Policy to the public through the "Academic Resources" tab at http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/soa-student-handbook.pdf.

Team interviews with the faculty confirmed that the university policy on diversity and inclusion is reflected in the distribution of the program's human, physical, and financial resources. The faculty and the administration continue to seek opportunities to diversify the faculty so that the faculty diversity more accurately reflects that of the student body.

The addendum to the APR that was provided to the visiting team indicated that, during the next two accreditation cycles, the school plans to increase the diversity of the faculty and equal employment opportunities by broadening the range of outreach strategies used and providing a variety of opportunities to qualified candidates to become adjunct faculty, visiting lecturers, or critics. The addendum included a plan to "increase awareness of issues pertaining to diversity and equity in the classroom" through multiple courses in the curriculum. It noted that the school has a four-part plan to maintain and increase student social equity by expanding the ability to aid students with financial needs, actively recruiting students from colleges offering an AA Degree in Architecture in Florida, increasing recruitment efforts to attract regional high school graduates and out-of-state candidates, and continuing to monitor student demographic statistics. The addendum indicated that the school had begun implementing this four-part plan. Additionally, an Associate Professor, who is a member of the Education Committee on the Association of Collegiate Schools of Architecture (ACSA) Board of Directors, is involved in creating ways to better engage community colleges and create practices to help increase demographic diversity in ACSA member programs.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to

address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

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

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

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

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

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

Collaboration and Leadership. The program describes the collaborative nature of faculty and student work by listing a number of research grant projects and projects completed in collaboration with other units on campus. This was learned during the team's meeting with faculty and interviews with the Interim Dean and staff. In addition, the program describes the collaborative and community-engaged projects that the MetroLab Collaborative affords students. This community engagement work is a hallmark of the school and a model for the College for Design and Social Inquiry, according to the Interim Dean. Through these interdisciplinary grant projects, community-engaged projects, and a mentorship program, the school fosters a culture of individual and team dynamics, collaboration, and leadership.

Design. Design forms the core of the pedagogical approach of the school, with design studios holding a central position in the education process. The curriculum is conceived as a series of technical, theoretical, and representational courses that supplement work in the studios, where students demonstrate their intellectual development. The studios are carefully organized on the basis of increasing scales of complexity, and community issues are integrated into the advanced architectural design studio and final comprehensive projects.

Professional Opportunity. Local and state grant money has been available to fund student research opportunities that expose students to local and state projects off campus. These projects involve municipalities, developers, and other professionals, and introduce students to areas such as environmental planning, the arts, and transportation issues. The local professional community and the student chapter of the American Institute of Architects (AIAS) offer lunch programs to acquaint students with professional experiences and workshops led by local professionals. The architecture program is highly regarded as a program that trains graduates to be ready to move into well-paying professional jobs in the community. The high percentage of graduates from the program who are placed in these jobs is reflected in the state metrics

regarding job placement following graduation, as affirmed in a team interview with the Associate Provost for Programs and Assessment.

Stewardship of the Environment. This is best demonstrated in the school's commitment to addressing the issues facing South Florida in the design studios: sea-level rise, aging populations, and development in rapidly expanding population areas. Design studio projects often include community involvement, which adds realism and pragmatism to the discussion. In coursework such as ARC 5271: Professional Practice A, the ethical responsibility of the architect with respect to the environment is emphasized. The school has worked to make sure that environmental stewardship is experienced beginning in the first year with a field trip to the Everglades. This focus carries through to the last semester, when students engage in a community project that integrates environmental concerns. The school also hosts national conferences and dialogues on sea-level rise and resiliency. The central importance of this perspective in the curriculum was affirmed during the visiting team's meetings with the faculty and the Interim
Dean.

Community and Social Responsibility. This perspective is **Met with Distinction**. The program addresses this perspective through community-based projects and initiatives, including those that are part of the MetroLab Collaborative. This was confirmed through the APR (p. 17) and the visiting team's meeting with the Interim Dean, who views the school's curriculum with regard to this perspective as an institutional model for applied research and outreach. The MetroLab Collaborative carries out student work with communities through funded design studios and funded research. Projects within the MetroLab Collaborative address issues ranging from the urban framework—such as gentrification in conjunction with growth and development, and improving public spaces—to local concerns such as sea-level rise. This perspective extends beyond studios to courses such as Professional Practice, where ethical issues that emerge from community work are discussed and debated, and make the learning experience relevant and immediate. This perspective is further advanced through activities such as the AIAS Freedom By Design and the CanStruction programs. Finally, the program faculty serve as role models for the students through various roles in councils and committees throughout the community and region.

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

2017 Analysis/Review: The visiting team found evidence of long-range planning in the APR, ancillary documents, and discussions with the faculty and the administration. The faculty, students, and administration updated the Strategic Plan for the School of Architecture in 2014-2015 in response to the 2015 update of the university's Strategic Plan for the Race to Excellence. All of the school's constituents contributed to the update through meetings with student and faculty groups (see the APR, p. 14, and https://drive.google.com/folderview?id=0B5s1XtMCN3H4S0hEd1RQU2k5MTg&usp=sharing). The school's Strategic Plan has eight goals and a list of action items that the school has accomplished or is pursuing.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

2017 Analysis/Review: The Curriculum Committee leads the assessment effort for the school (APR, p. 20) by evaluating individual courses, assessment reports produced by the school, and various phases of the school curriculum as a whole. In order to assess trends and identify curricular strengths and weaknesses, the school relies on faculty reviews of studio coursework at the end of each semester; information from faculty coordinators for different phases of the curriculum, who discuss outcomes and achievements with peer faculty; and Student Perception of Teaching (SPOT) data from individual courses. This process, along with the Assessment Plan annually prepared for the university's Academic Learning Compacts and Student Learning Outcomes, is used to inform changes in the curriculum and broader Strategic Plan objectives and tasks. A flow chart of the activities of, and groups responsible for, the assessment process is provided in the APR (p. 23). Since the last NAAB visit, the faculty have made adjustments to the curriculum using the process outlined in the APR. The APR includes a SWOT analysis of curricular issues that dovetailed with the school's Strategic Plan (APR, p. 24). This process was confirmed during team interviews with the faculty.

The Curriculum Committee also engaged the faculty in a review of the last VTR in 2011, and organized a discussion and action plan to address issues raised in this VTR (APR, p. 21). This activity was confirmed through the faculty meeting with the visiting team.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.

- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.

- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

[X] Demonstrated

2017 Team Assessment: The program has demonstrated that it has appropriate human resources to support student learning and achievement. A full-time faculty of 12 (APR, pp. 32-52) is supported by an adjunct pool of approximately 9 part-time faculty, to deliver the curriculum in a balanced and equitable manner. The team confirmed this balanced delivery through faculty interviews. The APR (p. 79) also said that a professor serves as an ALA. The team confirmed the appointment of the ALA through student and faculty interviews. Most of the students interviewed knew of the ALA. The faculty and staff are provided with opportunities to pursue professional development through release time, sabbaticals, and travel stipends that support faculty research, scholarship, and creative activities (APR, p. 53), and the faculty demonstrate their productivity through a variety of dissemination venues. The program describes a range of student services, including advising and career guidance (APR, pp. 75-76). This guidance is provided through the university's Center for Learning and Student Success (APR, pp. 77-78) and Career Development Center (APR, p. 77). The visiting team confirmed that the school has one part-time student academic advisor.

I.2.2 Physical Resources:
The program must describe the physical resources available and how they support the pedagogical approach and student achievement. Physical resources include, but are not limited, to the following:

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

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

[X] Described

2017 Team Assessment: The school has adequate space for its instructional mission and faculty teaching, research, mentoring, and student advising efforts. The 6th floor is a recent (2013) extension of the school's facilities, which allowed the addition of an administration suite, two design studios, a faculty conference space, a student lounge, and a photography lab (APR, p. 79). This was confirmed by the team during a walk-through of the 6th, 7th, and 8th floor spaces of the Higher Education Complex (HEC) with the Director. Other facilities across these three floors are faculty and staff offices, a conference room, studio spaces, galleries, classrooms, a woodshop, digital fabrication spaces, a digital lab, a student work room, and adequate storage rooms. The school also has access to shared spaces in the building, upon request to the landlord, and to the MetroLab Collaborative in a building across the street.

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

[X] Demonstrated

2017 Team Assessment: The school has demonstrated that it has sufficient financial resources to support student learning and achievement. In the APR, Section 1.2.3 Financial Resources (p. 89), there is evidence that school enrollment is stable, with no significant increase in enrollment foreseen by the school (APR, p. 92). There are no plans to reduce funding to the School of Architecture or any other schools in the College for Design and Social Inquiry (APR, p. 92). The school faculty have access to a variety of research funds provided by the university (APR, p. 90). The level of resource support for faculty travel and development was confirmed at the faculty meeting with the visiting team.

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

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

[X] Demonstrated

2017 Team Assessment: The school has a distinct relationship with the Broward County Main Public Library, which is one block from the school and provides resource maintenance and library instruction for students in the architecture program. The visiting team met with the Head of Reference at the library to review the resources available to students and faculty, and to confirm that the appropriate level of support is available within the facility. The team also interviewed the FAU Associate Librarian, who serves as liaison to the School of Architecture. The team confirmed that faculty and students have access to librarian instruction when requested for their courses and that adequate digital and physical resources to support professional architectural education are available to FAU faculty and students.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2017 Team Assessment: The program describes its administrative structure and identifies key personnel within the School of Architecture, College for Design and Social Inquiry, and institution in the APR (pp. 101-106). The Director of the School of Architecture is one of five school directors in the College for Design and

Social Inquiry, which is led by an Interim Dean. This college, consisting of schools of architecture, social work, criminology and criminal justice, public administration, and urban and regional planning, is one of 10 colleges at Florida Atlantic University. The School of Architecture is the only school in its college with facilities located in Ft. Lauderdale.

In the APR (pp. 101-106), the program describes the role of the faculty and students in institutional governance structures. In a meeting with the faculty, the team was able to confirm that the faculty set the curriculum of instruction and have developed their own criteria for promotion and tenure. In a meeting with the team, the staff described their participation in shared governance through a structure of reporting to their direct supervisors. The staff also confirmed that the school's faculty and director are responsive to staff input.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

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

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 4219: Architectural Theory and ARC 5328: Advanced Architectural Design 1. The school has addressed this previously unmet SPC through several different strategies. The school introduced a new course, ARC 3091: Research Methods and Analysis, to help students "develop research ability, refine critical thinking skills, and improve writing and oral communication" (APR, p. 27). The visiting team confirmed the implementation of this course through a review of course materials and interviews with faculty and students. In addition, the team reviewed videos of oral presentations delivered by students for studio courses. Students have a wide variety of opportunities to present their work in public forums related to their community-engaged projects, as was evident in the videos.

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

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 4326: Architectural Design 7 and ARC 4327: Architectural Design 8.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6305: Introduction to Urban Design and ARC 3091: Research Methods and Analysis.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3320: Architectural Design 5 and ARC 3321: Architectural Design 6.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3320: Architectural Design 5.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3610: Environmental Technology 1, ARC 4326: Architectural Design 7, and ARC 4327: Architectural Design 8.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3710: Pre-Modern Architectural History and Theory.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3374: Site Planning and Engineering, ARC 3710: Pre-Modern Architectural History and Theory, and ARC 5328: Advanced Architectural Design 1.

Realm A. General Team Commentary: In the team room, the school provided different forms of representation used by students to explore their architectural ideas and communicate those ideas to a broader audience. Student work responded to a range of social contexts. Student work products displayed the analytical tools required to assess different contexts, draw conclusions, and initiate design responses. Design inquiry was sufficiently incorporated into the way problems were approached so that learning would continue beyond studies at the school using the knowledge and skills obtained from the Student Performance Criteria in this realm.

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

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5352: Comprehensive Design.

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

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction.** Evidence of this was found in student work prepared for ARC 3374: Site Planning and Engineering, ARC 5328: Advanced Architectural Design 1, and ARC 3610: Environmental Technology 1. Students gain an understanding of site design concepts, constraints, and technical processes in ARC 3374 and ARC 3610. The student work from these courses exhibits a thorough and iterative process for teaching and learning the technical aspects of site design. From this technical foundation, students are able to apply site design concepts to their studio projects for varying contexts, including local sites in and near Broward County and more distant sites such as Savannah, Georgia. Given the issue of sea-level changes, faculty and students have also developed a wide array of design solutions for this critical issue, which affects coastal regions in Florida such as Ft. Lauderdale and Boca Raton.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3374: Site Planning and Engineering.

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

[X] Not Met

2017 Team Assessment: The team did not find evidence of student achievement at the prescribed level for this criterion in the student work products presented. There were no examples of outline specifications or examples of an array of drawings with reference notations used to convey the complexities of a building and its constituent parts. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 4504: Architectural Structures 3 and ARC 5352: Comprehensive Design.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3610: Environmental Technology 1, ARC 4620: Environmental Technology 2, and ARC 5352: Comprehensive Design.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3463: Materials and Methods 2 and ARC 3610: Environmental Technology 1.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5352: Comprehensive Design.

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

[X] Not Met

2017 Team Assessment: The team did not find evidence of student achievement at the prescribed level for communication systems and security systems in the student work in the team room. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

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

[X] Not Met

2017 Team Assessment: The team did not find evidence of student achievement at the prescribed level for construction scheduling, operational costs, and life-cycle costs in the student work in the team room. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

Realm B. General Team Commentary: The visiting team found 3 of the 10 Student Performance Criteria in Realm B to be deficient. The team could not find evidence that the concepts and themes in these SPC translated into studio design work or examinations and papers associated with technical courses. In addition, the team found limited evidence that all of the building systems were being analyzed in an architectural solution or that technical information was being conveyed with consistency.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 3091: Research Methods and Analysis.

C.2   **Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project.

This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

[X] Not Met

2017 Team Assessment: The team did not find evidence in the student work presented in the team room that meets this criterion at the prescribed level. The presentation of the process that led to the final design was missing or lacking in completeness; therefore, the connections between the process and the conclusion were not clear. The testing of alternatives was not demonstrated, followed by making an informed selection so that the student's decisions would lead to success when implemented. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

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

[X] Not Met

2017 Team Assessment: The team did not find evidence of the multiple requirements for this criterion at the prescribed level. There were no consistent examples of work depicting the integration of environmental systems, life safety, and accessibility issues into a design project through the display of system diagrams, and the incorporation of spaces that met the requirements were missing. The team asked the program to produce further evidence, but this evidence did not meet the requirements of the criterion.

Realm C. General Team Commentary: It was not apparent to the team that students could apply the identification, understanding, and assessment of the various building systems associated with a project to their own design and investigative processes. Student work did not demonstrate a rational process where system alternatives were discussed, assessed, and selected in a way that advanced a design and its desired performance.

Similarly, the team observed that student work did not display the integration of building systems into a design that demonstrated an ability to conceive of the requirements, space, and geometry that these systems require and how they impact one another during the design process and in the final design solution.

Finally, when it comes to implementing the school's considerable strength in environmental stewardship through a design project, the results appear to be more intuitive than analytical. Consequently, students do not see the impact of their design choices on the achievement of broader environmental and sustainability goals for society.

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

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5271: Professional Practice A and ARC 5328: Advanced Architectural Design 1.

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

[X] Met

2017 Team Assessment: In student work prepared for ARC 5272: Professional Practice B in the team room and in an interview with the adjunct professor presently teaching this course, the team found evidence that meets this criterion at the prescribed level for understanding the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5271: Professional Practice A.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5271: Professional Practice A and ARC 5272: Professional Practice B.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5271: Professional Practice A and ARC 5272: Professional Practice B.

Realm D. General Team Commentary: The visiting team observed that all five Student Performance Criteria in this realm have been met. Students are prepared in their Professional Practice courses to understand business principles for the practice of architecture, including management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public. Furthermore, students' understanding of professional practice is enhanced through activities organized by the AIAS, the Ft. Lauderdale AIA Chapter, and individual faculty members, one of whom is the current president of the Ft. Lauderdale AIA Chapter. The faculty members, who are licensed architects in the United States and internationally, provide the students with additional understanding of professional practice through informal mentoring, a formalized ALA program, and field trips to architecture firms.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

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

[X] Met

2017 Team Assessment: FAU is fully accredited by the Southern Association of Colleges and Schools (SACS) (see report at http://www.sacscoc.org/gendisc/30400.pdf).

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

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

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

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

[X] Met

2017 Team Assessment: The visiting team reviewed the curriculum structure and content of the B. Arch degree program. The team found evidence that the school's curriculum meets the degree requirements as specified in the *NAAB Conditions for Accreditation*: General Studies = 45 SCH (45 SCH minimum required); Optional Studies = 15 SCH (10 SCH minimum required); Architecture Credits = 100 SCH (as defined by the program is the requirement); Total = 160 SCH (APR, p. 112-114).

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

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

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

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

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

[X] Met

2017 Team Assessment: The program documents its process for admission into the upper division of its professional degree curriculum (APR, pp. 120-122), including reviews of portfolios, writing samples, grades, course syllabi (where applicable), and prior academic coursework. The team confirmed this process through a document review during its visit. The program relies solely on upper division courses to meet Student Performance Criteria. The program provided admissions documents from a variety of applicant types, including transfer students and those with Associate degrees, which clearly outlined the evaluation process.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2017 Team Assessment: In the APR (p. 122), there is evidence that the School of Architecture uses the exact language found in the *NAAB Conditions for Accreditation* with regard to NAAB-accredited degrees on the school's website, in the school's catalogue, and in the school's promotional media. See
http://www.fau.edu/academic/registrar/FAUcatalog/architecture.php#SchoolofArchitecture/
http://cdsi.fau.edu/soa/professional-accreditation/; and
http://www.fau.edu/academic/registrar/FAUcatalog/architecture.php#SchoolofArchitecture. The visiting team confirmed that these links are active and include the required information.

II.4.2 Access to NAAB Conditions and Procedures:

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

> The 2014 NAAB Conditions for Accreditation

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

> The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: The APR (p. 122) indicates that the school's website provides a link to the NAAB website in the "Programs Overview" section (http://cdsi.fau.edu/soa/programs-overview/) and in the "Professional Associations and Journal Links" section (http://cdsi.fau.edu/soa/current-students/links-ofinterest/), which has the *2014 NAAB Conditions for Accreditation, the Conditions for Accreditation* in effect at the time of the last visit (2009 or 2004, depending on the date of the last visit), and the *NAAB Procedures for Accreditation* (edition currently in effect). The visiting team confirmed that these links are active and include the required information.

II.4.3 Access to Career Development Information:

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

[X] Met

2017 Team Assessment: The APR (p. 122) indicates that there is a link to the National Council of Architectural Registration Boards' (NCARB) website through the "Professional Associations and Journal Links" section of the school's website and through the university's career services website, which provides career development information. FAU's Career Development Center offers career counselling and services for preparing to get a job, as well as resources for finding jobs. The visiting team confirmed that these links

are active and indicate that students have access to career development and placement services. See
http://cdsi.fau.edu/soa/current-students/links-of-interest/ and http://www.fau.edu/career/.

II.4.4 Public Access to APRs and VTRs:

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

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

[X] Met

2017 Team Assessment: There is evidence that the public has access to the most recent APR and the most recent Visiting Team Report, including attachments and addenda, in the "Professional Accreditation" section of the school's website (http://cdsi.fau.edu/soa/professionalaccreditation/), which is referred to in the APR (p. 123-124). In an interview with the Director of the School of Architecture, evidence was found indicating that the school will provide the following documents to the public upon request: all Interim Progress Reports (and narrative Annual Reports submitted from 2009 to 20012), all NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted from 2009 to 2012), and the most recent decision letter from the NAAB.

II.4.5 ARE Pass Rates:

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

[X] Met

2017 Team Assessment: The visiting team found ARE Pass Rates on the school's website (http://cdsi.fau.edu/soa/current-students/links-of-interest/). There is a link on this website that connects directly to NCARB's website, where information that is relevant to FAU can be found.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

- Application forms and instructions.

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

- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.

- Forms and process for the evaluation of preprofessional degree content.

- Requirements and forms for applying for financial aid and scholarships.

- Student diversity initiatives.

[X] Met

2017 Team Assessment: The APR (p. 124) indicates that the policies and procedures concerning admission to the program, student financial aid options, and student diversity information and resources are clearly articulated and found on the FAU website on the links listed below. The visiting team confirmed that these links are active and include the required information.

For admissions and forms, see the following:
http://cdsi.fau.edu/soa/admissions/applications/ http://www.fau.edu/admissions/

https://apply.fau.edu/post/application/login/index.xhtml

http://cdsi.fau.edu/soa/wpcontent/uploads/sites/9/application/pdf/ld-arc-app.pdf   http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/ud-arc-app.pdf   http://cdsi.fau.edu/soa/wp-content/uploads/sites/9/application/pdf/portfolio-submissionrequirements.pdf

http://cdsi.fau.edu/soa/admissions/faq/   http://cdsi.fau.edu/advising/forms/

For financial aid, see the following:
http://www.fau.edu/finaid/

For student diversity initiatives, see the
following:
http://www.fau.edu/diversity/

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

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

[X] Met

2017 Team Assessment: Information and advice regarding financial aid and a full tuition estimate and breakdown is available to students. As noted in the APR (p. 125), it can be found at http://www.fau.edu/finaid/ and http://www.fau.edu/controller/student-services/tuition-breakdown.php.   The visiting team confirmed that these links are active and include the required information.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2017 Team Assessment: The team found verification of the program's statistical data in a letter dated August 11, 2016, from the University Data Administrator that was provided by FAU's Office of Institutional Effectiveness and Analysis (APR, p. 127).

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

[X] Met

2017 Team Assessment: The program has submitted Interim Progress Reports to the NAAB. The team confirmed these submittals during its visit through an e-mail to the team chair from the NAAB, which stated: "FAU has properly submitted all required Annual Reports since its last visit for continuation of accreditation in 2011. Additionally, as the Interim Progress Report was introduced in 2013, FAU will not have to complete its first report until 2019."

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

B.2 Site Design

I.1.4 E Community and Social Responsibility

Appendix 2. Team SPC Matrix

Column legend:
A.1 Professional Communication Skills · A.2 Design Thinking Skills · A.3 Investigative Skills · A.4 Architectural Design Skills · A.5 Ordering Systems · A.6 Use of Precedents · A.7 History and Global Culture · A.8 Cultural Diversity and Social Equity · B.1 Pre-Design · B.2 Site Design · B.3 Codes and Regulations · B.4 Technical Documentation · B.5 Structural Systems · B.6 Environmental Systems · B.7 Building Envelope Systems & Assemblies · B.8 Building Materials and Assemblies · B.9 Building Service Systems · B.10 Financial Considerations · C.1 Research · C.2 Integrated Evaluations & Decision-Making Design Process · C.3 Integrative Design · D.1 Stakeholder Roles in Architecture · D.2 Project Management · D.3 Business Practices · D.4 Legal Responsibilities · D.5 Professional Conduct · F.1 Subtropical Sustainability

COURSES (ARC-)	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	F.1
3320 Design 5				X	X																						
3133 Architectural Representation																											
3374 Site PL								X		X	X																
3503 Structures 2																											
3091 RMA																			X								
3321 Design 6				X																							
3183C Digital Modeling & Documentation																											
3610 Environmental Technology 1										X				X	X												
3463 MM2													X		X												
3710 Pre Mod History						X	X																				
4320 Design 7		X			X																						
4620 Environmental Technology 2															X												
4504 Structures 3													X														
4712 Modern History																											
4327 Design 8		X	X		X																						
4210 Theory 2	X																										
5536 AAD1	X							X		X												X					
5385 Intro to Urban Design			X																								
5271 Professional Practice A																						X		X	X	X	
5352 Comprehensive Design									X				X	X		X											
5272 Professional Practice B																									X	X	

Appendix 3. The Visiting Team

Team Chair, Representing the AIA
Travis L. Hicks, AIA, IIDA, LEED®AP, IDEC, NCIDQ
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V.   Report Signatures

Respectfully Submitted,

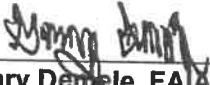Travis L. Hicks, AIA, IIDA, LEED®AP, IDEC, NCIDQ   Representing the AIA
Team Chair

David Cronrath   Representing the ACSA
Team Member

Abby Fields   Representing the AIAS
Team Member

Gary Demele, FAIA, NCARB   Representing the NCARB
Team Member

Program Response to the Final Draft Visiting Team Report

April 25, 2017

Cassandra Pair
Director, Accreditation
1101 Connecticut Avenue, NW
Suite 410
Washington, DC 20036

Re: Response to Final Visiting Team Report

The faculty and student body in the School of Architecture at Florida Atlantic University want to thank the Visiting Team members for their effort during the site visit. We found the work of the team to be extremely thorough and fair in noting both the program's qualities and deficiencies. I wish to thank Professor Travis L. Hicks, the Visiting Team Chair, for his efforts in coordinating all aspects of the work both prior and during the visit.

After two years as Director, I could not have sufficiently prepared the report for this visit without the help provided through the workshops administered by Andrea Rutledge and her team at the ACSA Administrator's Conference. Finally, my sincere thanks go out to the NAAB office staff and in particular, to Cassandra Pair for her helpful advice in preparation for the visit.

Responses to the 2017 Visiting Team Report to Conditions Not Achieved
B.4 Technical Documentation
B.9 Building Service Systems
B.10 Financial Considerations
C.2 Evaluation and Decision Making
C.3 Integrative Design

General comments by the faculty concerning the deficiencies noted in this report:
Upon review of the SPC deficiencies, the faculty agreed that above all, work "conveyed with consistency" seems to be the area that must be reevaluated and addressed in the program. We employ most SPC criteria in the school's curriculum by use of a layering and reinforcement approach. We define primary and secondary SPC criteria in each course. All required courses address one or

more criteria. Rather than apply a specific SPC only in one course, this system is employed in order to deliver and reinforce learning content and enhance skills throughout the degree program.

In addition, the faculty believes that the presentation of only two high and two low pass projects for two consecutive years, and covering a semester's worth of student work provided insufficient proof of demonstrating consistency of student ability for the Visiting Team. Our reaction to deficiencies in B.4, C.2 and C.3, in particular, is that many more examples for each design level and thorough documentation of all exercises (including student notebooks and process sketches) during a semester's coursework should be included in future program reviews.

Comments regarding Deficiencies:

B.4 Technical Documentation

During past team visits, the development of student design drawings in plan, section, elevation, etc., in each studio course, along with the wall section examples for diverse climatic zones (ARC 3463, Materials and Methods of Construction 2), and detail exercises (ARC 4326, Architectural Design 7), normally sufficed for demonstrating "ability." The team's SPC matrix (page 27 of the report) checked off this criterion in the ARC 3463 course. Over the years and verified by past accreditation visits, we have built on this strength. A lack of previous deficiency in this particular SPC grounded the faculty assumption that we would reinforce this method during the recent visit. If possible, clarification as to the "array of drawings with reference notations" sought by the visiting team in order to better address this criterion in the future would be most helpful as we would like to better understand the current evaluation in comparison to past visits.

B.9 Building Service Systems

The faculty recognizes that we were deficient in covering the subtopics of "communication and security systems in the student work" in a required course. The Crime Prevention Through Environmental Design (CPTED) elective course taught by Adjunct Professor Randy Atlas, FAIA, and offered each semester in the curriculum covers the material. Upon this evaluation, we are taking corrective action to embed this in accredited courses, and Professor Randy Atlas has been solicited to provide a workshop as part of the Environmental Technology sequence to guarantee that all students are exposed to and proof is generated for the above topic within the B.9 criterion.

B.10 Financial Considerations

As per the team's comments, exercises demonstrating student achievement to utilize "construction scheduling, operational costs, and life-cycle costs" will be implemented within future design studio curriculum in order to thoroughly demonstrate understanding "associated with technical courses." We will continue to handle some aspects of this SPC through the Professional Practice sequence.

C.2 Evaluation and Decision-Making

In the course ARC 4327, Architectural Design 8, the "presentation of the process" was thoroughly documented assignment by assignment. These assignments inherently involve decision-making procedures involving viable choices that impact design intent during an iterative process. These assignments challenge students to employ research methods and analyses ranging from abstract and conceptual to sensorial, and also include rationally-based solution-oriented and empirical modes of design thinking. It must be noted that B-1, Pre-Design, is also a criterion for this course. It is paired with C.2 in order to thoroughly cover the range of cognitive thinking skills and a comprehensive approach to building design intents.

The faculty recognizes that "connections between the process and the conclusion" (the students final design proposal) lacked the integration of all assignments, as students are taught to make clear choices in order to define design intents. Consequently, students are challenged to make and defend choices that emphasize preferred characteristics in a final design proposal.

The faculty failed to produce the student work evidence demonstrating empirically grounded "testing of alternatives" towards clear performative-based solutions. For example, the sun and wind analysis performed by students on early project models in differing geographic zones was poorly documented as to how outcomes were incorporated into the design proposal. Hence "predicting the effectiveness of implementation" which implies performance-based design solutions was poorly or otherwise not presented to the Visiting Team.

C.3 Integrative Design
From the team's comments, the faculty recognizes the lack of consistent examples in technical documentation of student work. Per previous opening comments regarding limited examples requested illustrating high and low pass examples, the faculty will prepare a reservoir of examples from multiple design studios to aid the evaluation process. All students will be required to submit and present the same kind of documentation so that coherent proof is generated for this SPC in the future.

General Commentary for Realm C.
The work of the team is recognized by the faculty as constructive and ultimately aimed at benefiting the pedagogical growth of the professional program. The faculty failed to archive important forms of multiple evidence in order to fulfill the C.2 and C.3 criteria. It is noted that the team sought "rational processes" evidenced in student work and "system alternatives" that could be clearly documented in the design process and where the analysis of data and empirically-based evidence becomes the primary source of design intents. It also appears that the B.4 Technical Documentation deficiency impacted the outcome for C.3 Integrated Design.

From the team's comments in this report, it appears that students are becoming aware of the broader environmental and sustainability goals for society in much of the coursework. But these goals are not being sufficiently carried forward in the C.3 SPC that includes "environmental stewardship," which intends to be more regionally climate-specific than broad or general in scope. In contrast, the work produced for B.2 Site Design across multiple courses and commended by the team highlights how students are being taught the importance of the relationship between the environment and specific site contexts.

John Sandell, Director

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