Washington State University
School of Architecture and Construction Management

Visiting Team Report

Master of Architecture
Track I (Preprofessional degree + 49 credits)
Track II (Preprofessional degree + 62 credits)
Track III (Undergraduate degree + 106 credits)

The National Architectural Accrediting Board
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I.   Summary of Team Findings

1.   Team Comments & Visit Summary

Visiting Team was intrigued by the unique qualities and the collaborative climate of the architecture program at Washington State University. Architecture is housed in the School of Design and Construction (SDC), along with three other programs: Landscape Architecture, Interior Design and Construction Management. The school is jointly administered by the College of Engineering and Architecture (CEA) and the College of Agriculture, Human and Natural Resource Sciences (CAHNRS).

The current architecture offerings include a four-year non-accredited program, as well as an accredited Master of Architecture degree consisting of three tracks.

During the past two years, the architecture program at WSU has undergone major transformation. The program was affected by a severe budget cut and insufficient increases in tuition, which prompted a strategic decision to cancel the interdisciplinary design institute in Spokane and consolidate four programs under one School of Design and Construction in Pullman. This decision has engendered a series of promising and challenging consequences:

- Consolidation of the four programs has underscored a novel integrated and collaborative vision for the formation of a new School of Design and Construction, and provided potential unique opportunities for these programs to nourish and enrich each other and hence expand their pedagogical horizons.

- The still-in-progress transition into and formation of the new SDC will inevitably demand a new and unique collaborative student culture. Architecture students will work closely with their peers in Interior Design, Landscape Architecture and Construction Management. It is hoped this will lead to the development of integrated design thinking, which will prepare them for the realities of the professional world.

- Simultaneously, the Architecture program is facing challenges and uncertainties in the aftermath of the drastic transformations made to its foundational make-up during the past few years:

  1. A new director will assume his role and responsibilities on July 1, 2014. He will be expected to carry on and complete the adopted visions and the strategic priorities of the program.

  2. In the course of interviewing staff and faculty related to students' admission and progression through the program, as well as faculty loads, sabbatical, and lack of a designated IDP coordinator, the comment was made that "due to newness of the School of Design & Construction certain policies (mainly related to students and faculty) are not adopted yet!" This includes the students' culture policy. This was augmented by the fact that certain decisions are being postponed until the arrival of the new director.

  3. The four academic programs manage separate budgets, two from CEA (architecture and construction management) and two from CAHNRS (interior design and landscape architecture). Although the intent is for resources to flow to the areas of greatest need within the school, it remains unclear if the director will have authority to reallocate between the funding sources of each college.

  4. During the last three years university enrollment has increased by 30-40%, while enrollment in the architecture program has declined.

5. The university intends to double the number of transfer students within the next three years. This creates an opportunity for the architecture program to develop an articulation agreement with Spokane Community College, more effectively serving their mission as a land-grant university and shoring up their presence in the urban context of Spokane.

6. With the projected increase in enrollment through transfers and the university's intention to seek growth in the graduate program within the next three years, the limits of existing physical resources will become a concern for all four programs.

- From standpoint of the architecture program faculty, there are other challenges that add to anxiety about the current situation:

    1. The university's expectation for higher levels of scholarship for architecture faculty, along with ambiguity in the administrative role and responsibilities of the coordinators and their compensation.

    2. The architecture program is now offering a one-year fast track option to undergraduate students who wish to stay at WSU for their M. Arch. This converts the 1 ½ Year Track to a One Year by shifting the existing start time of the track. During the visit, the point was made that the change in the 1 ½ Year Track might inevitably necessitate change in the other two tracks, as well.

    3. Possibility of losing the Weller Architecture Excellence Fund which has been used for hiring fellowship positions, who are in high demand among students.

In overall SDC has been able to tolerate the changes of the past few years with great pride, patience and resilience. It enjoys a positive, optimistic, and dedicated group of administrators, faculty, staff and students that have been able to respond to a significant level of change with admirable tolerance, tranquility, perseverance and collegiality.

2. **Conditions Not Met**
I.1.4. Long Range Planning
I.2.1. Human Resources and Human Resource Development (Faculty)
I.2.2. Administrative Structure and Governance (Governance)
II.1.1. B.2 Accessibility
II.1.1. B.5 Life Safety
II.1.1. B.6 Comprehensive Design

3. **Causes of Concern**

A. Faculty

The faculty has been stretched thin due to the five-year hiring freeze leaving several tenured positions vacant. A number of architecture faculty are overdue for sabbaticals and do not have the bandwidth for the faculty scholarship goals that the university expects. Lack of new hiring has negatively impacted the diversity of the faculty.

The team has concerns about the workload of the program coordinators. . Coordinators are doing the same amount of work as chairs with two months less pay. They reported expanded responsibilities beyond their contract terms including budget oversight duties and fundraising.

The use of the Weller Architecture Excellence Fund to provide two Weller Fellowships proved a valuable addition to the learning atmosphere of the architecture program.. However, the team was informed that the funding will no longer be available after this academic year. Additionally, the team received students' explicit concerns about the lack of such fund as to them this was part of the opportunities for fresh insights and diverse points of view skill sets in the make-up of what can constitute a progressive architecture education.

On the whole, the faculty is stretched beyond capacity and there is no hiring plan in place to give the team assurances that a resolution will be found in the near future.

B. Director

Everyone is waiting expectantly for the new director. The provost, dean, faculty, staff and students all have high expectations for him/her to continue to integrate the four programs and increase faculty scholarship. However, without the new director in place it is impossible for the team to know if these aspirations will come to fruition. Uncertainty among all stakeholder groups is high. Administrative delays caused by the dual college model in the hiring stage of the new director exacerbated the problems that led the team to assess some of the conditions a not-met.

C. The Dual Dean Model

This team was not provided with the opportunity to meet the interim dean of the CAHNRS. Discussions with dean of the CEA revealed strong support for the dual college model. Several faculty and staff mentioned the challenge of managing program budgets within the School of Design & Construction, which is funded through its two parent colleges (CAHNRS and CEA). This will likely continue to be a challenge. On the positive side, it also provides twice the advocacy at the Dean level for all programs of the SDC, including architecture. The challenge will be maintaining the independence of the development fund for the program while establishing a development fund for the SDC.

4. Progress Since the Previous Site Visit (2008)

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 (2008): The comprehensive studio of Stanford Wyatt, Architecture 303, is an example of how to handle this criterion. Students work is enriched by collaboration with the Construction Management Program, and is supplemented by guest lectures in specification writing and cost estimating. The students work in teams to bring a design project to the design development level of documentation.

But this curriculum is not yet delivered to all students. The director of the program has indicated that by the conclusion of spring term two of three sections will have met criterion. The team leaves the site with the belief that this criterion will be met for all students in the near future.

2014 Team Assessment: The team found this criterion unmet with lack of integration of Life Safety and Accessibility measures and concepts.

II.   Compliance with the Conditions for Accreditation

Part One (I): INSTUTIONAL 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

2014 Team Assessment: As of July 1, 2012 the School of Design and Construction became the newest school in Washington State University motivated in part by the vision of the interdisciplinary collaboration of Architecture, Interior Design, Landscape Architecture & Construction Management programs toward nurturing design minded professionals in the twenty-first century. The school is administered by the College of Engineering and Architecture (CEA) and the College of Agriculture Human and Natural Resource Sciences (CAHNRS).

Currently the new School of Design and Construction has a population of 700 students including 300 architecture students, out of which, 32 students are engaged in graduate studies. The undergraduate program is a four-year, preprofessional program; the M. Arch., consisting of three tracks, the length of each depending on the preprofessional or preparatory education of each student, is the only accredited architecture program at Washington State University.

The primary mission of the architecture program is to provide a comprehensive education in design, history and theory, technology and practice.

The current architecture department, as part of the new SDC, benefits the university in multitude of ways, mainly as a multi-disciplinary entity focusing on and promoting sustainability, community outreach, and research endeavors. The program benefits from having architecture, interior, landscape, and construction management within the same unit. This offers students integrated design experiences (IDEX) and focuses on issues related to storm water, wetlands, and urban design for communities throughout the Pacific Northwest. Additionally, there are outreach opportunities for students and faculty in the form of community-based studios such as the Rural Communities Design Initiative (RCDI), as well as a historic preservation seminar that investigates the City of Pullman.

Moreover, institution in its current set up has incorporated objectives toward liberal arts and practicum-based training. The current curriculum offers required and elective courses in history, theory and criticism that are attracting a wide variety of fields in the liberal arts and useful for the students of other fields within the context of university.

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 in each person is equitably able to learn, teach, and work.

2014 Team Assessment: The faculty and staff of the SDC are not broadly diverse. The student body is exceptionally diverse drawing from across Washington and the Pacific Rim. The faculty, currently, is less diverse than university would like to see. This was explicitly described in the APR under I.1.2 along with the program's desire to "return the school to the diversity profile it had prior to 2007-2008." Nevertheless, there is an obvious sense of respect, engagement and sharing amongst them as a supportive and caring climate of teaching and learning.

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.

2014 Team Assessment: The new School of Design and Construction at Carpenter Hall has created an active enriching and scholarly hub within the campus of Washington State University. It has its share of unique contributions within the context of university in the areas of scholarship, community engagement, service, and teaching. Specifically, during the past decade, the institution has made assertive efforts in reaching out to the potential students who are disadvantaged. One unique aspect of the architecture program at WSU is its integrative pedagogic opportunities with Construction Management program, Interior Design, and Landscape Architecture within the context of the College of Engineering and Architecture, and the College of Agriculture, Human and Natural Resource Sciences. It provides opportunities for minors and dual degrees for students, as well as cross disciplinary research and scholarly works for the faculty. Currently, the establishment of the WSU Institute for Sustainable Design uniting Architecture, Construction Management, and Civil Engineering, as well as the Center for Materials Research Engineering allows the Landscape Architecture and other disciplines to conduct collaborative

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

research and teaching experiences. The formation of the Sustainable Institute and a consortium of other partners has opened the door for grant opportunities such as $40M NARA grant, and hence the development of the IDEX studio enriching and extending the design pedagogy and research of the WSU.

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.

2014 Team Assessment: The students at WSU's SDC (School of Design and Construction) benefit from experienced and supportive faculty. They have expressed their enjoyment and enthusiasm towards the program, facilities, and faculty on many occasions. The faculty's support and continued efforts towards supporting and advising their students in their endeavors and professional goals are reflected on many occasions. Their support extends to the professional student organizations like Alpha Rho Chi and American Institute of Architecture Students (AIAS). The local chapter of the AIAS has held many events and lecture series. The 2012 West Quadrant Conference is one of the events mentioned enthusiastically by the students. These student organizations have provided evidence of producing leaders and an active body in the community of nearby Pullman and further.

The students have expressed satisfaction with their current studio set up, arrangement, and environment with the existing student body. They are highly motivated by the recent changes and the platform for collaboration that has been provided with Construction Management (CM), Interior Design (ID), and Landscape Architecture (LA). The availability of the printing equipment, and resources, woodshop and FABLAB, and spray booth have added great value to their professional education. They are also exposed to different travel and study programs within the country and internationally to further expand their education, cultural, and professional horizons. It is also evident that the culture within the studio and students are very rich, and the student body has built strong friendship within each other inside the studio, collegiality among professors in creating a sense of community that often extends beyond the classroom.

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.

2014 Team Assessment: The academic course works at WSU exposes the student body to the importance of understanding the pathway to licensure. The team noted that the Washington State Board for Architects travels to WSU annually and meets with the students concerning ethical and licensing issues. Additionally, during the course of the NAAB team visit to WSU, an NCARB staff member was holding a public meeting for students regarding IDP. However there was little evidence of the students pursuing and establishing their IDP records. When asked, the majority of the students could not identify the IDP educator coordinator.

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.

2014 Team Assessment: The team observed that WSU students are prepared for practice in a rapidly changing global context. The school overcomes the limitations of its rural setting by providing opportunities for real-world experience through a variety of channels including summer studio in Seattle, the Rural Communities Design Initiative, and flying in visiting practitioners from Seattle to engage in the studio sequence. The faculty's diverse scholarship interests have led to student exploration of global perspectives, challenging the students to develop complex design solutions for different cultures. It is evident that the students in their work embrace sustainability. Perhaps most notably, student exposure to collaborative roles in the industry through the integrated coursework with Construction Management, and now Interior Design and Landscape Architecture, positions graduates for success in the new economy.

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.

2014 Team Assessment: The program makes effective use of off-campus study tours and international travel to broaden each student's perspective on the world and his or her place in it. Participation in community outreach is demonstrated in projects completed through the Rural Communities Design Initiatives and urban based community projects. The program is committed to seeking out opportunities for students to learn and experience the full range of professional practice through internship and special studio projects, working side by side with practicing professionals. These experiences in practical civic engagement are the key to developing a new generation of architects with an orientation to professional responsibility and public service.

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 do not meet the standards as set by the NAAB.

2014 Team Assessment: The economic crisis was a major driver for the creation of this new school. The team learned that a number of decisions had to be made rapidly during the early days of formation of the new school including shutting down the Spokane program and moving the LA and ID programs into the school. This did not allow for a full plan to be developed.

Under the leadership of a strong interim director, the school has developed a mission and vision and has started a process of evaluating strengths, weaknesses, opportunities and threats. The administration of the School of Design & Construction has done their best to bring the programs together under this new

framework. Resources have been spent on ensuring this integration is successful. Staff, Faculty and students have all reported amazing progress to that end.

Nevertheless, the result is that a long range planning process is not currently in place and a plan does not currently exist for the new school. When the new director arrives, it will be a high priority to take the good work that has been done by the interim director and his leadership team and manifest that in a new process and plan.

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:
- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
    - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
    - *Individual course evaluations.*
    - *Review and assessment of the focus and pedagogy of the program.*
    - *Institutional self-assessment, as determined by the institution.*

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

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

2014 Team Assessment: The School conducts a thorough assessment process that engages the profession, students, the university, faculty, and alumni. The team has witnessed the application of these learnings to curriculum development. Under the leadership of a strong interim director, the school has developed a mission and vision and has started a process of evaluating strengths, weaknesses, opportunities and threats. The administration of the School of Design & Construction has been efficiently collaborating in using a methodical approach toward a thorough self-assessment. They have been able to make certain short-term decisions in implementing necessary changes and adjustments, and in sustaining the architecture program and preserving its momentum. However, due to the recent formation of the new school of design and construction, as well as an extended period of time waiting for the arrival of the new director, a long range planning process has not been in place.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:
- *Faculty & Staff:*
    - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
    - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*

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- 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 inadequate for the program

2014 Team Assessment: Human resources have been negatively impacted by severe budget cuts imposed by the state legislature. The program is small enough that the faculty has been able to manage the increases in workload as faculty vacancies have gone unfilled. However, the team believes this is not sustainable. It is expected that the new director will be hiring up to six positions in the School starting in Fall 2014. However, only one of these positions will be a shared architecture/CM resource for environmental systems.

The two Weller Fellows who were brought in this year to provide new content and learning options for the students are not being renewed next year due to funding issues. A number of architecture faculty are overdue for sabbaticals and do not have the bandwidth for the faculty scholarship goals that the university has or will set. WSU was able to retain some key faculty who were hired for the Spokane program and have been relocated within the Pullman campus. However, on the whole, the faculty is stretched beyond capacity and there is no hiring plan in place to give the team assurances that a resolution will be found in the near future.

The interim director has done an excellent job this last year, and is highly revered by the faculty. Based on the faculty and staff report, it is his leadership that has propelled the school forward through this year of transition. However, everyone is waiting expectantly for the new director. The provost, dean, faculty, staff and students all have high expectations for him to continue to integrate the four programs and increase faculty scholarship. In the team's observation, the high levels of uncertainty are due to the rapidly changing environment, combining the programs into one school, and recovering from the economic downturn.

The team has concerns about the workload of the program coordinators. They are doing the same amount of work as chairs with two months less pay. They reported expanded responsibilities beyond their contract terms including budget oversight duties and fundraising.

The accredited program has policies in place and EEO/AA is documented on the website.

Awareness of the IDP program is low among the student body as a whole; those that do know about it were introduced to it in other settings (e.g., AIAS Quad Conference or by NCARB School Visits). The graduate coordinator is acting as the IDP coordinator. However, the student body is unaware of his role.

Faculty and staff are afforded opportunities to pursue professional development. The APR stated that $1,000 was available per faculty member. However this was viewed by the team as a reflection of the current tight budget conditions, and the faculty reported feeling supported in their development needs. There are opportunities for all faculty and staff to pursue professional development that contributes to program improvement. Additionally, there are established criteria for determining rank,

reappointment, tenure and promotion as well as eligibility requirements for professional development resources.

The staff expresses strong feeling of collegiality with the faculty. And the team observed cohesive faculty and staff working relationships.

- *Students:*
  o *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.*
  o *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

- **2014 Team Assessment:** The program makes available its student admissions policies and procedures. It is the observation of this team that the attention that is given to incoming graduate students to evaluate their placement in the appropriate track. This provides the opportunity for them a highly individualized education for each student. However this level of attention is not sustainable as the program grows without additional staff.

  Since the closure of the Spokane program, the faculty have increased efforts for all students to receive learning opportunities outside of the classroom including the creation of a summer program in Seattle (ARCH 301) providing an urban context for the student's exploration.

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

2014 Team Assessment: This program has an unusual structure in that it is in collaboration with three other programs – Construction Management, Interior Design and Landscape Architecture,– mainly that these four programs have two Deans and two funding sources. The organizational chart clearly defines this. The team believes that the architecture program is currently sufficiently autonomous to conform to the conditions for accreditation. However, the existing status of the program with an interim director and an assistant director, and a lengthy expectation for the arrival of the selected SDC director raises concerns. Additionally each program is managed by appointed academic coordinators for each of the undergraduate and the graduate programs.

- **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 inadequate for the program

  2014 Team Assessment: The team did not find evidence that the students were equitably involved in the governance of the program.

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

2014 Team Assessment: The architecture program continues to occupy its traditional location in Carpenter Hall with additional space in adjacent Daggy Hall (formerly occupied by the campus theater program). By combining the former theater shop space and the equipment of the architecture program, the SDC is equipped with both a digital fabrication facility called FABLAB and a large wood shop facility for model making and furniture fabrication.

The program provides a collegial and collaborative studio environment for the current needs of the School of Design & Construction. There are adequate spaces in Carpenter and Daggy Halls for faculty to use as mentoring space, teaching, advising, and preparation. However, the current physical resources are at capacity as a result of the integration of the programs, and are negatively impacted by the split between two buildings.

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

2014 Team Assessment: The economic downturn has had a significant impact on higher education in Washington State and WSU, is not an exception. State funding was cut by 52% and although tuition was increased, there were many cuts that needed to be made to balance the university's budget.

The university president took a strategic approach to de-funding programs and, for the architecture program; this resulted in two positive outcomes. First, the Spokane program which was a cause for concern in the 2008 VTR was re-integrated with the Pullman campus, eliminating the need to review that concern. Second, the faculty-led integration of the Architecture and Construction Management programs with Landscape Architecture and Interior Design programs has created tremendous opportunities for collaboration and sharing of resources.

Several faculty and staff mentioned the challenge of managing program budgets within the School of Design & Construction, which is funded through its two parent colleges (CAHNRS and CEA). This will likely continue to be a challenge. On the positive side, it also provides twice the advocacy at the Dean level for all programs of the SDC, including architecture. The challenge will be maintaining the independence of the development fund for the program while establishing a development fund for the entire SDC.

This program has an incentive to increase their funding through increased enrollment. With greater focus on recruiting, the fast-track program and other tactics they are using to attract students to the graduate program, they expect to see more resources flowing to the program.

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

2014 Team Assessment: The architecture library was recently moved and integrated with the engineering library. Although it is no longer in the Carpenter Hall, students reported that the library is getting more use than before. They also reported having plenty of access to current architecture books and plenty of periodicals. Because of the integration of the Interior Design program, architecture students also have access to their extensive materials library.

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

2014 Team Assessment: The required information was provided in the APR which included highly detailed information and tables on both students and faculty statistics.

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

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[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

2014 Team Assessment: The Annual Reports and NAAB responses from 2008 were provided and do contain appropriate information.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

2014 Team Assessment: Faculty credentials are appropriate for the curriculum, and a faculty exhibit was prepared and presented during the NAAB team visit.

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[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

2014 Team Assessment: All policies were made available to the team via the WSU Architecture Web site.

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

2014 Team Assessment: The course syllabus for Arch 510 Architectural Design Studio (2013) indicates a solid reading list and referential works. The coursework required one on one communication with a homeless person as client, and synthesis into several written reports, as well as a design specifically for the client. The fall 2011 syllabus used a different project setting (Montessori school), also allowing opportunities to learn and demonstrate communication skills. This course appears well-tailored to study and apply communication skills in all four types in a cross-cultural setting and the evidence of students' writings of this course corroborate such ability.

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

[X] Met

2014 Team Assessment: The team found sufficient evidence in the upper division courses of ARCH510, ARCH511, ARCH513, and ARCH 542 concern design thinking skills and the development of the architecture of a building through a critical thinking design process.

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

[X] Met

2014 Team Assessment: Programming, Arch 510 Architectural Design studio projects, specifically demonstrate an appropriate level of graphic and digital technology skills at both low and high pass

works. SD/DD/CD students' works on the wall for the same and other studio courses indicate ability to graphically convey essential elements.

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

2014 Team Assessment: The student obtains beginning technical knowledge of construction methods and details and specification writing woven into many classes during architectural studies. ARCH 403 addresses construction details and green design, ARCH 563 is one of the Structures classes, building codes are addressed in ARCH 472 and mechanical systems and their impact on building architecture is addressed in ARCH 432 and ARCH 433.

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

[X] Met

2014 Team Assessment: In the absence of a structured instruction for research and investigative skills the evidence of the students' work in ARCH 510, ARCH 511, ARCH 513, and ARCH 531 demonstrated the ability for the investigative skills within the architectural course-works and the design process.

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

[X] Met

2014 Team Assessment: The ability to effectively use basic architectural and environmental design principles in design was found in upper division courses of ARCH 510, ARCH 511, ARCH 513, and ARCH 531.

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

2014 Team Assessment: Ability of students was demonstrated in ARCH 525 through use of case study projects to explore new themes and ARCH 309 through research, analysis and presentation of historic buildings.

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

2014 Team Assessment: Understanding of this criterion was found in the student projects in ARCH 511, ARCH 301, and ARCH 513.

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

2014 Team Assessment: Evidence of student understanding was found in ARCH 542 through student evaluation of projects related to globalization and the rapid transformation of technology, ARCH 525 with student exploration of global examples related to sustainability and cultural factors, and in ARCH 309 where the focus of the coursework is on an understanding of historical traditions and regionalism, and how they are affected by and affect pressures towards globalization.

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

2014 Team Assessment: The evidence of this criterion was found in ARCH 531 and ARCH 403 studio projects.

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

2014 Team Assessment: The evidence of this criterion was found in ARCH 531, ARCH 525, ARCH 511, and ARCH 513.

Realm A. General Team Commentary: Critical thinking and representation provides the backbone of architecture conceptualization and communication. Generally the student work in studio projects and in coursework showed a firm grasp of these criteria and were expressed through drawings, writing, and especially model making. Also students exhibit understanding and/or ability in gathering and analyzing relevant information, developing ordering systems, relying on research, and communicating design ideas and abstract concepts.

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

2014 Team Assessment: This requirement is met in ARCH 510, ARCH 511, and ARCH 513

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

[X] Not Met

2014 Team Assessment: The evidence of the coursework indicative of teaching and student understanding was found in ARCH 472, however, in application, the students project did not reveal that they were able to apply the needed standards of accessibility in a proper manner in their own design projects. Even the high passing projects had major flaws with accessibility standards' application.

This criterion calls for *ability,* and the students' evidence in the files only could prove as far as understanding. The search in students' projects did not convince the team that this criterion was met.

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

[X] Met

2014 Team Assessment: Evidence was found in ARCH 403, and ARCH 531 that satisfy this criterion.

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

[X] Met

2014 Team Assessment: ARCH 527 Site Planning demonstrated application of site design principles in assigned work.

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

[X] Not Met

2014 Team Assessment: The evidence of the coursework indicative of its teaching and student understanding was found in ARCH 472, however, in application, the students project did not reveal that they were able to apply the needed Life Safety requirements in a proper manner in their own design projects. Even the high passing projects had major flaws with exiting requirements.

This criterion demands *ability,* and the students' evidences in the files only could prove as far as understanding of the criterion. The review of students' projects did not convince the team that this criterion was met.

> **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:**

	B.2. Accessibility
A.2. Design Thinking Skills	**B.5. Life Safety**
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**

[X] Not Met

2014 Team Assessment: Evidences of the students' works in comprehensive studio ARCH 401, or ARCH 403, as well as the graduate thesis work in ARCH 511, and ARCH 513 did not demonstrate the ability to make sound decisions in integrating certain technical requirements mainly with respect to the exiting requirements and accessible path of travel in the design projects. This was encountered in high pass and low pass as well as additional student projects that were requested by the team for further review.

> **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

2014 Team Assessment: ARCH 432, and ARCH 433 Environmental Systems, and also ARCH 573 Ethics and Practice showed evidence of meeting this criterion.

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

2014 Team Assessment: In ARCH 531 students demonstrated understanding of how to analyze sun
angle, temperature and its impact on design. Evidence was also found in ARCH 403 design studio.

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

2014 Team Assessment: The evidence of this criterion was mainly found in ARCH 563 Architectural
Structures.

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

2014 Team Assessment: Student works, largely in the form of papers, prepared for ARCH 531
demonstrate achievement at the level of understanding. In addition, project drawings from ARCH 403
demonstrate both understanding and application of this criterion.

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

2014 Team Assessment: Building systems and environmental design issues were appropriately
addressed in ARCH 433.

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

2014 Team Assessment: Students demonstrate an understanding of construction assemblies
through coursework submitted for ARCH 431, ARCH 433, ARCH 531 and ARCH 511/513.

Realm B. General Team Commentary: The twelve SPCs for Realm B include integrated building
practices, technical skills, and knowledge focused on the myriad of real world issues that architecture
need to address in order to create safe and serviceable built environments. For the most part student
work, both in the studio projects and in coursework at the graduate level showed ability and/or
understanding of requirements in gathering and assessing information for the predesign phase.

Additionally they have demonstrated the ability and/or understanding of how architecture integrates with the site and provides enclosure systems, as well as, environmental systems, structures, and building materials. However, deficiencies were evident in the ability to design for accessibility and life safety and to incorporate that information into comprehensive design solutions.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

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

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

[X] Met

2014 Team Assessment: Students' ability was found in ARCH 573, ARCH 401 and ARCH 309 as students worked in teams to complete research assignments, conduct oral presentations and prepare graphic presentations of their work. The team noted the potential for the students to greatly increase collaborative project work as the four programs in the new School of Design and Construction fully integrate.

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

[X] Met

2014 Team Assessment: Syllabi and student work in ARCH 403, and ARCH 527 demonstrated understanding of these concepts.

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

[X] Met

2014 Team Assessment: Papers written by the students in ARCH 542 were well researched and written on larger public and community issues. Case studies in ARCH 573 addressed architect responsibility issues.

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

[X] Met

2014 Team Assessment: Students demonstrated an understanding of Project Management topics in assignments prepared for ARCH 573.

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

[X] Met

2014 Team Assessment: Students demonstrated an understanding of Practice Management topics in assignments prepared for ARCH 573.

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

2014 Team Assessment: Student understanding of this criterion is demonstrated in projects with community outreach such as those in ARCH 401.

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

[X] Met

2014 Team Assessment: The evidence of student achievement was found in work submitted for ARCH 472.

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

[X] Met

2014 Team Assessment: Student understanding was found in ARCH 573, ARCH 525 through work assignments and in ARC 542 using case studies to explore questionable architectural practices in shaping the built environment.

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

2014 Team Assessment: ARCH 401 Urban Design studio and ARCH 309 Urban Classroom assignments connect students to a real building in its contextual environment exploring issues of social responsibility and community.

Realm C. General Team Commentary: The nine SPCs for Realm C including leadership and practice consider the role of architects in the professional context, and the function of the professionals in the team as well as the necessary talents to realize the full potential of architecture in the built environment.

Student work in studio projects and in the coursework at the graduate level showed ability and understanding of the collaborative nature of architectural practice, service to the client, project management, legal requirements, leadership in the architecture enterprise, and their responsibility as professionals to the social dimensions of architecture on a global scale. The range of performance criteria in this realm were ably met with particular distinction in collaborative team work.

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

2014 Team Assessment: Evidence of regional accreditation by the Northwest Commission on Colleges and Universities was provided in the APR.

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

2014 Team Assessment: The Architecture program at SDC includes a four-year bachelor degree and three tracks for the M. Arch. The three tracks include a 1 ½ year which requires 49 units, as well as a 2 ½ year and a 3 ½ year track. The architecture program has initiated a fast-track program starting this summer (2014) which will allow students currently enrolled at in the WSU undergraduate program to begin graduate coursework early.

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

2014 Team Assessment: The architecture program uses the results of their self-assessment process to inform their curriculum development process, particularly with practitioners and alumni. The curriculum committee is not a standing committee, but was formed two years ago to develop proposed changes for approval by the director. Changes at that time included the common first year studio, the Summer 301 studio in Seattle, and the fast track M. Arch sequence.

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

2014 Team Assessment: Individualized attention is given to every applicant to the graduate program. There is a review process in place conducted by a committee made up of the academic coordinator for graduate studies, the coordinator of the graduate program, and other faculty members. This committee, reviews each incoming student's undergraduate preparation and develop a customized academic program leading to the M. Arch.

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

2014 Team Assessment: This information was found on the WSU web site under M.Arch Program Description. The graduate school adviser reported that there are currently no print materials used in recruitment and all recruiting information is found on the 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

2014 Team Assessment: The link on the WSU web site can be found in the left hand column on the architecture homepage called "Arch. Accreditation". However, when team members clicked on the link, it says that this information is password protected so it was not publically available. During the visit, the WSU administration removed the password protection correcting the problem.

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

2014 Team Assessment 2014: This information was not found on the WSU website or the Graduate Handbook. However, during the visit the WSU administration corrected the problem.

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

2014 Team Assessment: The documents were adequately available.

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

2014 Team Assessment: This information was found on the NCARB website but not on the WSU website or Graduate Catalog.

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 Washington State University, *APR,* pp. 4

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

Reference Washington State University, APR, pp. 5-10

C.   Long-Range Planning (I.1.4)

Reference Washington State University, APR, pp. 18-20

D.   Self-Assessment (I.1.5)

Reference Washington State University, APR, pp. 20-22

2.   Conditions Met with Distinction

C.1 Collaboration

Student ability was found in ARCH 573, ARCH 401 and ARCH 309 as students worked in teams to complete research assignments, conduct oral presentations and prepare graphic presentations of their work. The team noted the potential for the students to greatly increase collaborative project work as the four programs in the new School of Design and Construction fully integrate.

3. **The Visiting Team**

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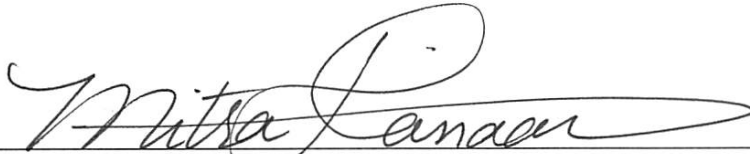suzannakelley@aia.org

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IV.   Report Signatures

Respectfully Submitted,

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Zia A. Musa   Representing the AIAS
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Program Response to the Final Draft Visiting Team Report