

## ***2023 Visiting Team Report***

**Washington State University**  
School of Design and Construction  
Architecture Program

**M.Arch.**

Track I (Pre-professional degree + 48 credits)

Track II (Pre-professional degree + 63 credits)

Track III (Undergraduate degree + 99 credits)

Continuing Accreditation Visit  
27 February – 1 March 2023

The logo for the National Architectural Accrediting Board (NAAB) is displayed in large, bold, white, sans-serif capital letters. The letters 'N', 'A', and 'B' are significantly larger than the 'A's, and they are closely spaced together.

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## I. Summary of Visit

### a. Acknowledgments and Observations

The team would like to thank WSU-Pullman Chancellor Elizabeth Chilton, Voiland College of Engineering and Architecture (VCEA) Dean Mary Rezac, School of Design and Construction (SDC) Interim Director Jason Peschel, and the SDC faculty and students for their gracious hospitality in hosting the team and preparing for the visit. In particular, thanks go to Architecture Program Head Matt Melcher and M.Arch. Program Director John Abell for their attention and responsiveness throughout the entire virtual visit process to proactively address questions related to the program's response to the Conditions. The effort made by the program head and faculty to prepare a comprehensive APR and well-organized on-line team room facilitated the team's work before and during the visit, allowing for a full and constructive assessment despite not being physically on-site.

In both review of the APR and meetings with stakeholders during the visit, the team observed several noteworthy aspects of the institution and the program:

- As noted to us by Chancellor Chilton, Washington State “punches above its weight.” Its performance outcomes – and influence in many areas relevant to the NAAB Shared Values – are disproportionately strong given the relatively small size of the institution compared to its closest peers.
- The institution has embraced the progression towards outcomes-based and holistic assessment for continuous improvement – with its ongoing implementation within the Architecture Program and SDC cited by the WSU provost's office as demonstrating leadership as it proceeds with its own comprehensive university-wide assessment initiative.
- Both curricular coursework and non-curricular activities expose SDC students to the integral relationships among the four divisions of the school: architecture, interior design, landscape architecture, and construction management. The collegial relationship between the programs' leadership, as well as cross-listing of faculty and foundational coursework, reinforce an ethos of cross-disciplinary collaboration among those responsible for designing and constructing a built environment that is representative of real-world experience.
- The appointment of Kristina Borrmann for a new SDC faculty position as part of the institution's cluster-hire to address equity, justice, and belonging across the WSU system goes beyond the more common (and often less effective) DEI considerations in hiring. This initiative demonstrates not only the university's commitment to DEI issues, but also how that directly influences the Architecture Program and its related disciplines in the school.
- The extensive SDC Teaching & Research Engagement Labs, as well as similar VCEA resources such as the Composite Materials and Engineering Center, provide valuable learning opportunities for students, in terms of both direct participation as well as expertise brought by faculty leaders into the program's classrooms and studios. At the same time, they positively influence institutional engagement and outreach, particularly in areas relevant to their context, such as regional sustainability.
- The team observed some disparities in student experience between the Track 1 and smaller Track 2 & 3 cohorts that appeared inconsistent with the emblematic program character developed through the Track 1 pre-professional component. Although recognizing the practical challenge in making adjustments between graduate and undergraduate curricula, the program's previously stated intention to add some required 4th-year coursework to the 2-year and 3-year M.Arch. tracks has the potential to significantly increase the benefits of the SDC's cross-disciplinary exposure for those cohorts.
- The restructuring of ARCH 701 M.Arch. Capstone to include student self-assessment of learning outcomes directly addressing the NAAB SC Conditions, including faculty review of these assessments as part of both student and curricular evaluations, promises to be a positive curricular innovation furthering the NAAB ethos of outcomes-based assessment for continuous improvement.

## b. Conditions with a Team Recommendation to the Board as Not Achieved

### SC.4 Technical Knowledge

Emerging technology research is integrated into the preliminary design research of ARCH 513 Graduate Design Studio II, and ARCH 531 Advanced Tectonics requires project based simulations of thermal systems. However, *evidence of assembly systems in the form of building envelopes and their related structural requirements is not apparent* in ARCH 513 or 531, and the ability to assess design technologies in the form of design solutions is not evident in the work of the 500 level design studios. While there is significant preparatory coursework in Track 1, attention to building assemblies is compartmentalized through a construction management lens with less emphasis on technical applications and assembly systems. Evidence of the evaluation of the preparatory material for Track 2 and 3 students was limited to advisory programs of study. The methods used to assess those technologies against design, economics, and performance were not apparent.

### SC.6 Building Integration

The team found evidence of student achievement at the prescribed level for most aspects of this criterion, primarily in materials provided for two major courses that integrate critical aspects of architectural design: ARCH 403 Capstone Studio and ARCH 513 Graduate Design Studio II. However, the team did *not* find the required level of achievement in *all* of the criterion's sub-components.

The student work of preparatory course ARCH 403 includes a limited presentation of building envelope systems and their assemblies. While there is also structure present in the student work of ARCH 403, it is unclear whether this work is indicative of *design integration*. All projects use nearly an identical structural system with little evidence of structural changes in form or strategies specific to the projects. The evidence for student development of *design decisions integrating building envelope systems, enclosure, assemblies, and structural systems is not readily apparent* in the student work of ARCH 513. While the work of ARCH 511 Graduate Design Studio I does show the application of structure in the AIA COTE projects, it does not integrate assemblies and enclosure as tectonic components.

## II. Progress Since the Previous Site Visit

### 2014 Conditions Not Met

**I.1.4 Long-Range Planning:** An accredited degree program must demonstrate that it has identified multiyear 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.

**Previous Team Report (2014):** 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.

**2020 Board Interim Progress Report Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by Washington State University, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

**2023 Team Analysis:** As of the Board of Director's 2020 review of the program's 5-year Interim Report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

This condition is now met, as tracked to 2020 Condition 5.2 (see below). As outlined in the team's response to Condition 5.2 and described in detail in the APR and discussions during the VSV, both the program and school have established detailed strategic plans and accompanying goals and metrics, with a robust assessment process gauging goal achievement and recommendations for continual improvement. In addition, the APR and the school's website document a broad array of policies and procedures developed since the last NAAB visit that support the strategic goals of both the SDC and the M.Arch. program.

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

**Previous Team Report (2014):** 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.

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.

**2020 Board Interim Progress Report Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by Washington State University, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

**2023 Team Analysis:** As of the Board of Director's 2020 review of the program's 5-year Interim Report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

This condition is now met, as tracked to 2020 Condition 5.4 (see below). The M.Arch. program has benefitted from a permanent program director. New faculty hires include two tenure track faculty at the assistant professor level and two faculty members elevated from instructor to career track assistant professors. There is currently a search for an additional tenure/tenure track faculty member in the area of professional practice. While new hires have strengthened the faculty, student enrollment has also increased by 29% in the undergraduate program and 39% in the M.Arch. program. The addition of a new administrative associate director within the School of Design and Construction has been a significant positive improvement supporting the workload of the program coordinators.

**1.2.2. Administrative Structure and Governance (Governance only):** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

**Previous Team Report (2014):** The team did not find evidence that the students were equitably involved in the governance of the program.

**2020 Board Interim Progress Report Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by Washington State University, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

**2023 Team Analysis:** As of the Board of Director's 2020 review of the program's 5-year Interim Report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

The team found little evidence of any significant increase in student participation in the governance of the program beyond participation on various program and/or SDC committees, though this does not rise to the level of non-compliance with the condition. See additional information in section 5.1 below.

**II.1.1. B.2 Accessibility:** Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

**Previous Team Report (2014):** 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.

**2020 Board Interim Progress Report Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by Washington State University, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

**2023 Team Analysis:** As of the Board of Director's 2020 review of the program's 5-year Interim Report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

The 2020 Conditions do not directly map the requirements of the 2009 Condition SPC B.2 Accessibility onto a comparable SC, as SPC B.2 requires "*the ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities,*" whereas SC.5 requires "*the ability to make design decisions within architectural projects while demonstrating synthesis*" of various concepts, one of which is accessible design. As such, the focus of SC.5, as written, is the **synthesis of these concepts into design decisions** rather than the mastery of specific skills, as previously required in SPC B.2. As noted in the assessment of SC.5, this concern from the 2014 VTR is effectively moot as it is no longer explicitly required in the 2020 Conditions. While the APR narrative and student work do demonstrate the synthesis of accessibility principles in the design decisions of student projects, the mastery of applying those principles still appears to contain discernible flaws or appear contrary to the overall intent of accessibility requirements. As the latter aspect is not the focus of SC.5, the team cannot cite this deficiency as affecting compliance with the 2020 NAAB Conditions, per se. However, the team does note our observation that inaccurate application of accessibility standards continues to be discernible in student work and suggest it as an area for the pursuit of continued improvement by the program.

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

**Previous Team Report (2014):** 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.

**2020 Board Interim Progress Report Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by Washington State University, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

**2023 Team Analysis:** As of the Board of Director's 2020 review of the program's 5-year Interim Report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

The 2020 Conditions do not directly map the requirements of the 2009 Condition SPC B.5 Life Safety onto a comparable SC, as SPC B.5 requires "*the ability to apply the basic principles of life-safety systems with an emphasis on egress,*" whereas SC.6 requires "*the ability to make design decisions within architectural projects while demonstrating integration*" of various concepts, one of which is life safety systems. As the focus of SC.6, as written, is the **integration of these concepts into design decisions** rather than the mastery of specific skills, as previously required in SPC B.5, this concern from the 2014 VTR is effectively moot as it is no longer explicitly required in the 2020 Conditions. However, as noted in the assessment of SC.6, the APR narrative and student work *do* demonstrate the integration of life safety systems in the design decisions of student projects, notwithstanding the presence, or not, of other required components for full compliance with the SC.

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

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

**Previous Team Report (2014):** 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.

**2020 Board Interim Progress Report Review:** After reviewing the 5-year Interim Progress Report (IPR) submitted by Washington State University, the National Architectural Accrediting Board (NAAB) has concluded that the program has demonstrated satisfactory progress toward addressing deficiencies identified in the 2-Year Interim Progress Report. No further information is required at this time.

**2023 Team Analysis:** As of the Board of Director's 2020 review of the program's 5-year Interim Report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

The 2020 Conditions do not directly map the requirements of the 2009 Condition SPC B.6 Comprehensive Design onto a comparable SC, though the specific item in question in the 2014 VTR most closely tracks to 2020 Condition SC.5. As noted in the assessment of SC.5, the APR narrative and student work demonstrate the synthesis of accessibility principles in the design decisions of student projects, although the mastery of applying some of those principles still appears to contain discernible flaws or appear contrary to the overall intent of accessibility requirements. As the latter aspect is not the focus of SC.5, the team cannot cite this deficiency as affecting compliance with the 2020 NAAB Conditions, *per se*. However, the team does note our observation that inaccurate application of accessibility standards continues to be discernible in student work and suggest it as an area for the pursuit of continued improvement by the program.



### III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

#### 2023 Team Analysis:

Due to the complexity of applying new assessment methodologies onto the existing curriculum, the program's changes in response to the 2020 Conditions remain a work-in-progress, though both the APR and VSV discussions clearly demonstrate intent, as will be noted throughout the VTR. The program is addressing the increased emphasis on curricular and outcomes assessment through adoption of a systematic iterative and participatory process, utilizing a multitude of assessment resources. At a basic level, the program has mapped the curriculum to the 2020 Conditions (including the Shared Values as well as PCs and SCs) and updates this matrix at the end of each semester since initiating this in the fall of 2019. A newly developed *Course Design Criteria* document guides individual course development to focus on both specific 2020 Conditions and other program-defined criteria. Notably, the program has reconceived the ARCH 701 M.Arch. Capstone course to require self-assessment of learning outcomes for each NAAB PC and SC.

The program is in the process of updating several other tools guiding curricular development in response to both the 2020 Conditions and university-defined criteria. The Design Studio Curriculum Map is currently mapped to the 2014 Conditions, but is in the process of update, informed by the *Course Design Criteria* document tracking mutually reinforcing relationships between design studio and lecture courses in both the undergraduate and graduate curricula. Though the Curriculum Assessment Matrix currently tracks to the 2020 Conditions, the Curriculum Committee is still identifying key indicators for PC and SC assessment, requisite assessment tools, and establishing benchmarks.

### IV. Compliance with the 2020 Conditions for Accreditation

#### 1—Context and Mission (*Guidelines, p. 5*)

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Described

#### Program Response:

The Master of Architecture Program is a STEM designated professional degree that balances teaching, research and service in its context. The program is located in the School of Design and Construction (SDC) in The Voiland College of Engineering and Architecture (VCEA) WSU Pullman campus, Pullman Washington. The SDC mission is to provide an integrative framework of individually accredited

disciplinary degree programs. This is in step with AEC industry goals, and curricular strategic planning. The M.Arch Program prepares students to understand and integrate multiple social and environmental factors to positively impact the design of the built environment, community health and safety, public policy, and sustainable design across urban and rural settings. We partner with allied disciplines and industry to prepare students to succeed in the workplace and to address dynamic grand challenges. Many of our courses involve partnerships with recognized practitioner-innovators. Sustainable design and construction R&D has played a prominent role in the Pacific NW AEC industry, the VCEA, and the Architecture Program including Mass Timber CLT manufacturing and design and construction. For example, the WSU and University of Idaho (UI) Architecture Programs 2022 student Design with Wood Competition is a recent iteration of several years of fruitful regional partnership including the Idaho Forest Products Commission (IFPC). In another example of our integrative approach, the Department of Energy (DOE) curriculum development grant program recently funded a faculty initiative to develop a building science certificate program for a broad spectrum of allied professionals and students focusing on energy efficient housing.

### **2023 Team Analysis:**

Washington State University (WSU) at Pullman is a public university in the rural agricultural Palouse region of southeastern Washington. As the state's land-grant research institution, the WSU mission encompasses education for all, scholarly activity benefiting the public/Washingtonians, and outreach to residents of the state. The M.Arch. program is part of the School of Design and Construction (SDC) in the Voiland College of Engineering and Architecture (VCEA), whose mission includes applied research leading to new knowledge, transformative technology & innovative designs; preparing "work-ready, day-one" graduates; engaging people, industries & community to improve quality of life/economic development; and highlighting the needs for a sustainable future. As one of the nation's only university colleges encompassing all of the major built environment design disciplines, the VCEA (and by extension the SDC) leverages its connections within the university and regional building industries to benefit its degree programs while also positively influencing institutional engagement and outreach.

As noted in the APR as well as in discussions during the VSV, the SDC functions as an "*integrative framework of individually accredited disciplinary programs*," including the undergraduate BS in Architectural Studies as well as the STEM-designated M.Arch. professional degree as one of six related curricular areas. SDC outreach & engagement goals overlap with teaching & research goals, including local/regional community services, study abroad, short-term study tours, regional/national conferences, and community college articulation agreements. Faculty are expected to teach interdisciplinary courses serving the four divisions of the school: architecture, interior design, landscape architecture and construction management. As an example, architecture faculty play leadership roles in the SDC Teaching and Research Engagement Labs, bringing outside expertise into the classroom, as well as in off-campus graduate design studios involving practitioner partnerships addressing real-world social, cultural, and technological issues.

## 2—Shared Values of the Discipline and Profession (Guidelines, p. 6)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

**Design:** Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

**Environmental Stewardship and Professional Responsibility:** Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

**Equity, Diversity, and Inclusion:** Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

**Leadership, Collaboration, and Community Engagement:** Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

**Lifelong Learning:** Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

**Described**

### 2023 Team Analysis:

The APR on p.18 states "*We see design as a theoretical construct and a material practice, and that balancing the two is vital and productive.*" This opens the discussion on the Shared Values, and it demonstrates how the program sees these values manifest in both theoretical and tangible terms that are necessarily interconnected. Although "Design" is specified as one of the Shared Values, even as defined in the Condition description, it can be seen in the WSU program as the umbrella that encompasses the other values. The APR alludes to this in describing the encompassing nature of the program's ethos of integrative design, as elaborated upon in discussions with various stakeholders during the VSV.

As described in the APR, integrative design thinking responds to "*pressing human and environmental issues*" on a physical, cultural, and virtual level. Establishment of integrative design at these levels then guides the program's strategic thinking, research, and curriculum. The four overarching themes of the 2015-2022 Architecture Strategic Plan directly tie into several concepts of the Shared Values, highlighting how the program has been embracing them to a great extent even before being articulated in the 2020 Conditions:

- Exceptional Research, Innovation, and Creativity
- Transformative Student Experience
- Outreach and Engagement
- School Effectiveness: Diversity, Integrity, and Openness

The linkage of environmental and professional responsibility as fundamental to the disciplines of design and architecture manifests itself in the program's response to its own research and innovation goals. This is perhaps most clearly seen in the faculty's leadership of the SDC Teaching and Research Engagement Labs, which provides students with both direct experience through participation and indirect benefit through the expertise carried by faculty into the classroom. At the same time, the SDC labs directly address knowledge creation and innovation, particularly in research areas such as de-carbonization of the built environment, place and experience, and advanced computational design.

Other examples of how both the institution and program address these values in an integrative manner abound. As part of the VCEA, the SDC and Architecture Program embrace the college's mission highlighting research on a sustainable future. The VCEA Composite Materials and Engineering Center (CMEC) partnered with the regional AEC industry in research and development of cross-laminated timber manufacturing, design, and construction, exemplifying the overlap of areas of ecological responsibility, knowledge creation, industry collaboration, and engagement. In a similar vein, recent student success in the AIA COTE Competition is a testament to the effectiveness of how the strategic prioritization of sustainable technological innovation and leadership manifests itself in student learning outcomes.

Given the position of the Architecture Program among three other built environment disciplines in the SDC, cross-disciplinary collaboration is a hallmark of the program, particularly in the required foundational courses and studios. Non-curricular opportunities further this ethos, one notable example being *Eunoia* magazine, where architecture students advance critical thinking and take leadership roles alongside colleagues from the allied disciplines. Partnering within the professional community is another example outlined in the APR, such as in the ARCH 510 Graduate Summer Studio, which advances the concept of sustained inquiry for lifelong learning by balancing theoretical academic constructs with the realities of professional material practice.

In addition to collaboration across disciplines and within the AEC industry, students directly benefit from collaboration with the communities from which many of them hail. This directly addresses issues of diversity and inclusion in the material design of the built environment, as well as DEI issues in design leadership and engagement. Participation in the Rural Communities Design Initiative is just one example of how students can engage with the real-world issues of under-represented and under-resourced rural communities in a manner that is directly relatable to the lived experience of their regional context. In addition to these efforts in addressing DEI directly in environmental design teaching and engagement, the program also addresses this in the policies and actions of the learning environment. A new *Teaching and Learning Culture* policy document establishes overall goals, while other institutional priorities address equitable access to the profession. These efforts manifest themselves in the program's high percentage of first generation students, a variety of student financial support opportunities, and articulation agreements with community colleges.

Bridging across the precepts of the Shared Values, as described succinctly in the APR p. 18, the M.Arch. program "*prepares students to understand and integrate multiple social and environmental factors to positively impact the design of the built environment, community health and safety, public policy, and sustainable design across urban and rural settings.*"

### **3—Program and Student Criteria** (*Guidelines, p. 9*)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

#### **3.1 Program Criteria (PC)** (*Guidelines, p. 9*)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

**PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (*p.9*)

**Met**

**2022 Team Analysis:**

Based on our review of the material presented for this criterion in the APR, supplemental information provided by the program in response to visiting team inquiries, and observations/information gleaned during the VSV, the team found evidence of the following:

An understanding of the paths to becoming a licensed architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge is fundamental to the Washington State curriculum, particularly with respect to SDC 473 Professional Practice and ARCH 580 Practicum (AXP Internships). These courses are required of all tracks.

SDC 473 addresses criterion PC.1 specifically and comprehensively, delivering content on the profession, allied professions, career tracks, example market segments, licensure, and NCARB exam divisions. ARCH 580 focuses on career and related experience, including the NCARB Architectural Experience Program® (AXP®), giving students options for career experience in a professional office or applied learning through individually tailored studies tied to SDC Teaching and Research Engagement Labs. Supplemental offerings provide additional context for student understanding of career paths, delivering content on market segments, small business, corporate practice, non-profit community development, government organizations (city, state, federal), and international organizations, as well as the nexus of research and practice.

Structured activities also include Pathway to Licensure events, opportunities for research and teaching lab experiences, a professional lecture series, extensive offerings for direct engagement with the professional community, job-search and portfolio mentoring, a career expo, and opportunities for students to consult with an NCARB Licensing Advisor.

In terms of offering AXP-earning positions in the traditional practice of architecture, the team noted that the SDC and program students alike are making consistent efforts to overcome the challenges inherent in the limited number of professional architectural practices in the Pullman area. Students desiring this type of experience through ARCH 580, for example, often find they must pursue this experience during the summer rather than the school year.

The team reviewed assessment approaches to PC.1, both in SDC 473 and ARCH 580. These are generally based on instructor evaluation of student assignment outcomes. We note that at the curricular level, self-assessment follows the model described in section 5.3 of the APR.

**PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

**Met**

**2023 Team Analysis:**

The APR narrative, course syllabi and assignments describe the framework for students to understand design processes as integral to shaping the built environment. Additional experience includes guest lectures, research lab opportunities, field trips and involvement of guest professionals in course project reviews. ARCH 403, ARCH 511 and ARCH 513 are the primary courses responsible for fulfilling PC.2 Design. Additional courses provide the scaffold for the integrated components of the design process. Assignments within the pre-professional track and graduate required courses vary in scale and complexity, from small natural, undeveloped site-based projects to large urban complexes of mixed-used programs. Sites vary from local to remote, from Seattle to Philadelphia. Case studies broaden the understanding of design variables and solutions. Pre-design assignments identify many of the multiple factors pertinent to the design process. ARCH 511 has utilized the AIA COTE Design Competition for the basis of the studio design project.

Assessment of student learning follows class assignments in the form of studio-wide pin-ups, written instructor feedback and a final studio review with outside guest professionals. ARCH 511 requires a project log for the recording of daily learning outcomes. A grading breakdown in the ARCH 511 syllabus references rubrics for each phase of the project development. A Program Level Assessment plan outlines a rubric for faculty to present a focused course assessment. Curricular assessment of PC.2 Design involves data collection and analysis conducted annually, as well as focused assessment of individual criterion following a 3-year cycle. There was evidence of student exit interviews from both the pre-professional track and the graduate students.

**PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

**Met**

### 2022 Team Analysis:

Based on our review of the material presented for this criterion in the APR, supplemental information provided by the program in response to visiting team inquiries, and observations/information gleaned during the VSV, the team found evidence of the following:

The WSU Program instills a well-rounded understanding of the dynamic connection between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities, as demonstrated primarily in the following two courses: ARCH 511 Graduate Design Studio and ARCH 215 Issues in Sustainable Architecture:

ARCH 511 Graduate Design Studio is required of all tracks. The course syllabus identifies PC.3 Ecological Knowledge and Responsibility as a learning objective. Specific assignments address the requirements of this program criterion. Both 2021 sections of the course participated in the AIA/ACSA COTE Competition for students, adhering to competition guidelines emphasizing extensive ecological knowledge and carefully structured responsibility objectives. This course builds on that foundation by focusing on technical building performance, tectonic innovation, and advanced analytical tools. These skillsets give emerging architects the tools to mitigate human contributions to climate change.

ARCH 215 Issues in Sustainable Architecture (required of the 1-year and 3-year tracks, with evaluation of 2-year track preparatory work for equivalency) focuses on instilling a thorough understanding of ecological knowledge and responsibility for building design. Course materials cover bioclimatic built and natural environmental dynamics principles to meet human comfort needs, while minimizing reliance on non-renewable resources. In addition to integrated environmental design approaches, students use the technical software program Sefaira to analyze comparative building and system approaches.

Student assessment includes instructor evaluation, along with student and professional feedback. Students received instructor progress feedback daily, written feedback every 4-5 weeks, and formal reviews (instructor and visiting practitioners) before completing final documentation. At the curricular level self-assessment follows the model described in section 5.3. Through interactions during the site visit, the team confirmed evidence presented by the WSU architecture program related to this criterion, including robust benchmarks and assessment measures, with a stated intent to continue to augment and broaden evaluation approaches, with the possible inclusion of both qualitative and quantitative metrics.

**PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

**Met**

### 2023 Team Analysis:

The team found evidence of condition achievement in materials provided for ARCH 542 Issues in Architecture and ARCH 530 Philosophies and Theories of the Build Environment (both required for all tracks, though identified as secondary evidence courses), including a complete APR narrative, full course syllabi for all applicable courses, description and assignments, grading methodology and results, and detailed self-assessment documentation reviewed in depth by the visiting team. The course assignments are very thorough and provide a variety of assessment types (graphic identification, essays, factual statements by project, etc.) across a diverse lens of cultures, locations, ages, and construction methods. There is a strong method of evaluation and review of the course in place via a History and Theory Committee, and the committee provided concise statements about how to improve and revise the course in the future.

The SDC also provides lectures open to all students, many of which specifically address history and theory topics, such as two recent talks: “*The Ethical and Existential Meaning of Beauty*” (Juhani Pallasmaa), and “*Sick Architecture, from TB to COVID 19.*”

**PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

**Met**

### 2023 Team Analysis:

The program prepares students to engage in architectural research in the pre-design phase of most studios. Specific examples of extensive research are evident in ARCH 510 and ARCH 511. Research skills vary from case studies of existing architecture to urban conditions, climate data, social change, spatial and cultural relationships, new material uses in the form of mass timber construction and modular fabrication. This research is done in support of design projects and design awareness/innovation. In addition, ARCH 540 Research Methods is a required class. This course is closely aligned with the required text, *Social Research Methods: Qualitative and Quantitative Approaches*, Neuman, W.L.(2011) and draws heavily on social science, user centric data collection and evaluation, and literature reviews. In addition, the program offers opportunities for internships and work in associated research labs including the Integrated Design + Construction Lab, Interior Ambiances Lab, Morphogenesis Lab, ModX, and Reuse Design Lab. Students have access to a Fab Lab, BIM Lab, Trimble Technology Lab, Materials Resource Lab, and the Rural Communities Design Initiative (RCDI).

Student assessment in ARCH 510 and ARCH 511 is in the form of group presentations and the understanding of the material as pertinent to their own design strategies. Student assessment in ARCH 540 is via quizzes and a final assignment. A Program Level Assessment plan outlines a rubric for faculty to present a focused course assessment. Curricular assessment involves data collection and analysis conducted annually, as well as focused assessment of individual criterion following a 3-year cycle. There was evidence of student exit interviews from both the pre-professional track and the graduate students.

**PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

**Met**

### 2023 Team Analysis:

The team found evidence that the school has met the criteria for PC.6 Leadership and Collaboration, primarily through the variety of design labs and required collaborative team coursework in ARCH 403 Comprehensive Design Studio (required for Track 1) and ARCH 570 Advanced Architectural Design Studio I (required for Track 2 & 3 students). The school’s teaching and research specialization labs led by faculty provide students with the opportunity to collaborate and focus on specified areas of study – these include the Research & Engagement Labs (Integrated Design + Construction Lab, Interior Ambiances Lab, Morphogenesis Lab, ModX, Reuse Design Lab, Fab Lab, BIM Lab, Trimble Technology Lab, Materials Resource Lab) and the RCDI Rural Communities Design Initiative. Additionally, the curriculum

provides student collaboration in larger organizations, such as architecture firms and research labs primarily through ARCH 580 Architecture Practicum. This course provides students with options on how to receive AXP experience through participation in a traditional internship or through participation in one of the above mentioned labs. The school provides evidence of recurring assessment of the PC, via “*scheduled group evaluations and formal reviews including peer professionals (faculty and practicing architects) ... [in order] to assess outcomes and provide feedback during phases of project collaboration.*” (APR, p. 36 and Assessment\_PC Criteria.pdf, p. 7)

**PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

**Met**

**2023 Team Analysis:**

As noted in the APR, the SDC website, and in discussions during the VSV, the SDC has established a detailed Teaching and Learning Culture policy document. The program fosters a culture of care fundamental to the success of a teaching and learning environment, prioritizing a positive school-work-life balance without sacrificing professionalism, productivity, and constructive critique. This extends equally to all courses and facilities, allowing for teaching and learning in collaborative, thoughtful, innovative, and uplifting ways. The policy document emphasizes three principal “notions of care,” all of which have sub-categories described in detail: care for people; care for knowledge and discovery; and care for facilities.

ARCH 530 Philosophies and Theories and SDC 473 Professional Practice supplement the understanding of prioritizing the well-being of all/others as a professional responsibility. Most of the program's courses require group work and have written statements in their syllabi for respecting the contributions of team members. Relying on professionals to co-teach ARCH 510 helps students to recognize the role of teaching and learning as a shared experience. The cross-listed courses such as SDC 473 or ARCH 403 that are taken within the School of Design and Construction also support the relevance of shared culture and engagement.

The Teaching and Learning Culture policy also provides for the continual evolution in modes and methods of content delivery to reflect changing social, cultural, and economic circumstances. This includes, in particular, greater flexibility and experimentation to keep pace with societal and professional changes, while maintaining the well-being of the SDC community in an equitable teaching and learning environment.

**PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

**Met**

**2023 Team Analysis:**

The visiting team found evidence of the criteria for PC.8 Social Equity and Inclusion being met primarily through the school's teaching lab on Rural Communities Design Initiative (RCDI), ARCH 530 Philosophies and Theories of the Built Environment (required all tracks), and their commitment to social justice, as evidenced in part by the newest faculty member hire, Kristina Borrman. The institution awarded Borrman the position “*as part of a competitive five-faculty cluster-hire to address diversity, equity, and inclusion across the WSU system*” (APR, p. 38). Based on this success, the SDC is currently applying for a second position from this WSU initiative to focus on social and environmental justice. Within the curriculum, ARCH 530 focuses on how “*race, gender, disability, health, climate, nature, and economic discrimination shape design... via discussion and peer-to-peer instruction.*” (ARCH 530\_Syllabus.pdf, p. 1)

Additionally, the program requires students to participate in required travel, both global and local (prior to the COVID-19 pandemic) – demonstrating evidence of students engaging in a variety of cultures and broadening their understanding of different backgrounds in locations such as Spain, the Netherlands, and



Jordan. Local travel to project locations and design related tours appears in a variety of courses, such as SDC 444, SDC 555, ARCH 301, ARCH 303, ARCH 309, ARCH 401, ARCH 403, ARCH 510, ARCH 511, ARCH 513, ARCH 570, and ARCH 571. Although the travel requirement was temporarily dropped when the institution suspended travel opportunities as a result of the COVID-19 pandemic, travel opportunities within the M.Arch. curriculum have since resumed, and the program is in the process of determining when the degree's travel requirement can be reinstated.

The program provided instructor assessment of student work and program level assessment as evidence for achievement of the PC assessment criteria (APR, p. 39 and Assessment\_PC Criteria.pdf, p. 10).

The program expands on its commitment to social equity and inclusion via the Equity, Justice, and Belonging Statement (<https://sdc.wsu.edu/equity-justice-and-belonging/>). This policy largely commits to "strive to model a progressive position whereby, opposing racism, we demonstrate our belief that Black Lives Matter and advocacy for underrepresented groups in the academic realm of design and construction: BIPOC, LGBTQIA2S+ communities, people with disabilities, under-resourced people and communities, women, older people, neurodivergent people, and undocumented people." (APR, p. 38)

### **3.2 Student Criteria (SC): Student Learning Objectives and Outcomes** (*Guidelines, p. 10*)

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

**SC.1 Health, Safety, and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (*p.10*)

**Met**

#### **2023 Team Analysis:**

The WSU program includes a detailed sequence of coursework that imparts to emerging professionals a clear sense of the importance of health, safety, and welfare (HSW) within professional practice at multiple scales. Twelve course syllabi include SC.1 topics as teaching and learning objectives, each with one or more assignments addressing SC.1 Health, Safety, and Welfare topics.

The most extensive such content delivery comes in ARCH 511 Graduate Design Studio. In one recent section of ARCH 511, a mixed-use affordable housing project in Seattle's ethnic Central District neighborhood was a learning platform where students acquired structured understanding of HSW aspects of architectural practice for people of all abilities.

In the other section, students worked on repurposing a defunct veneer mill site in Post Falls, ID, to support a new, resilient life for the mill. The project highlighted HSW impacts, including the role sustainable design can have in reducing carbon emissions and global warming to positively impact health, safety, and welfare. Additional instructional topics and reference materials covered sustainable design, equitable communities, economy and wellbeing, neighborhood zoning, and the building code. Ancillary HSW instruction dealt with the societal benefits of job creation, affordable housing, walkability, and active transportation and recreation.

Interactions during the site visit confirmed evidence presented by the WSU architecture program related to this criterion. WSU integrates outcomes related to SC.1 not only into coursework but also into regular advising input and professional association involvement that focus on the pathway to professional licensure and its nexus with health, safety, and welfare.

Assessment of SC.1 student learning in both sections included progress reviews by peers, instructors, and visiting professionals, on a cycle of every day, every week, and every four weeks throughout the semester. At the curricular level, as reported in the APR, self-assessment follows the model described in section 5.3.

**SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

**Met**

**2023 Team Analysis:**

The team found evidence of student achievement at the prescribed level primarily in materials provided for SDC 473 Professional Practice, and secondarily in ARCH 580 Practicum, as well as ARCH 701 M.Arch. Capstone, all of which are required of all students. SDC 100 World of Design & Construction, a required preparatory course for Track 1 students, also provides evidence, particularly for the forces influencing change in professional practice, reinforced in ARCH 530, ARCH 531 and ARCH 542. The program addresses SC.2 in a vertical progression of the courses noted above, including a required professional office internship or research participation in one of the SDC Teaching and Research Engagement Labs as part of ARCH 580, providing opportunities for direct experience in both traditional and non-traditional career paths within the profession. In addition, various non-curricular activities outlined in the APR provide exposure to professional practice in both architecture and its allied professions.

Evidence included a complete APR narrative, full course syllabi and assignments, grading methodology, and self-assessment procedures. At the curricular level, as reported in the APR, self-assessment follows the model outlined in section 5.2 below, including student self-assessment of learning outcomes against the SC from ARCH 701 M.Arch. Capstone.

**SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

**Met**

**2022 Team Analysis:**

The WSU program includes a detailed sequence of coursework that imparts to emerging professionals a clear sense of the regulatory context in which architects practice. Eleven courses include SC.3 syllabus topics as teaching and learning objectives, each with one or more assignments addressing regulatory topics. The most extensive such content delivery comes in ARCH 511 Graduate Design Studio, demonstrated in both assignments and studio outcomes. These include requirements for land-use and code compliant student design of neighborhood affordable housing incorporating daylighting and energy-efficiency requirements, as well as compliance with life safety principles, occupancy type, egress, fire safety, and accessibility standards. Resources used include the 2019 Living Building Challenge Framework for Affordable Housing, city zoning codes, the International Building Code, and the DOJ 2010 ADA Standards for Accessible Design. Open-ended interactive co-learning discussions emphasized critical thinking, application and compliance with regulatory parameters, concepts, and evaluation techniques in the development of outcomes.

Assessment of SC.3 student learning included progress reviews by peers, instructors, and visiting professionals, on a cycle of every day, every week, and specific milestones throughout the semester. At the curricular level, self-assessment follows the model described in section 5.3.

**SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

**Not Met**

**2023 Team Analysis:**

The team found evidence of building systems being taught in preparatory CSTM 201 & CSTM 202 Materials I & II and CSTM 332 & 333 Building Science I & II course schedules and syllabi. The preparatory course ARCH 403 Capstone Studio requires an exercise focused on the wall section. The preparatory course ARCH 215 Issues in Sustainability includes strategies for testing design decisions relative to passive and active mechanical systems and for performance-based design in the course syllabus. The program assesses the students' learning outcomes in the form of exams in ARCH 215 and CSTM 201/202 and CSTM 332/333. The program accounts for this work in the admission matrix and transcript review of Track 2 and 3 students.

Emerging technology research is integrated into the preliminary design research of ARCH 513 Graduate Design Studio, while ARCH 531 Advanced Tectonics requires project-based simulations of thermal systems. The work of ARCH 513 and 531 is project based and assessed in the form of student presentations. Assessment of learning outcomes at the curricular level follows the same format as other courses – faculty retreat, curriculum committee review, program reviews and student exit surveys.

However, evidence of assembly systems in the form of building envelopes is not significant. The ability to assess design technologies in the form of design solutions is not evident in the work of the 500 level design studios. While there is significant preparatory coursework in Track 1, attention to building assemblies is compartmentalized through a construction management lens with less emphasis on design and assemblies. Evidence of the evaluation of the preparatory material for Track 2 and 3 students was limited to advisory programs of study. The methods used to assess those technologies against design, economics and performance were not apparent.

**SC.5 Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

**Met**

### **2023 Team Analysis:**

The team found evidence of student achievement at the prescribed level primarily in materials provided for two major courses that synthesize the critical aspects of architectural design: ARCH 403 Capstone Studio and ARCH 511 Graduate Design Studio I. Evidence included a complete APR narrative, full course syllabi and assignments, student work, grading methodology, and self-assessment procedures.

The assignments provided for both ARCH 403 and ARCH 511 show synthesis by students of the SC.5 criteria of user requirements. The assignments reviewed all appear to address the initial prompt of the project, as well as dive deeper into the needs/expectations of project-specific users. Response to final assignments clearly identifies the components that contribute towards the overall user experience.

Both primary courses demonstrate students synthesizing regulatory and accessibility design requirements. ARCH 403 delivery mirrors professional practice by bringing students and faculty together from the architecture and construction management programs. Assignments 2 and 3 in that course deliver regulatory context information, with emphasis on project building code analysis and accessibility analysis focusing on: occupancy type, height and area, construction type, means of egress, fire rating, and accessible path of travel. In ARCH 511 section 1, Assignments 2-4 ensure the ability to synthesize SC. 5 objectives by calling for design proposals that synthesize HSW relationships with regulatory requirements, among other items. SC.5 objectives in the second section of the ARCH 511 studio included instruction ensuring student understanding of HSW on the built environment at multiple scales. The team noted multiple student studio outcomes, for example, that demonstrate effective application of detailed egress and accessibility requirements.

The site design component of SC.5 is apparent in the work of ARCH 403 on a limited basis given the building project fills 98% of the chosen site. Work acknowledges the necessity for sidewalks and minor amenities. While the comprehensive nature of ARCH 403 projects involving students from the construction management program makes it somewhat difficult to discern the architecture students' role in

the site design and other design synthesis components, the student work of ARCH 511 shows evidence of the synthesis of site design concepts.

ARCH 403 addresses the consideration of measurable environmental impact using the Living Building Challenge performance criteria (e.g., Petal Certification). The second primary evidence course, ARCH 511, also utilizes the Living Building Challenge in order to establish benchmarks using the Solemma ClimateStudio tools. The school described this portion of the course, saying “*with the AIA COTE Design Excellence criteria and Solemma ClimateStudio tools, student teams synthesized design criteria and measured the environmental impacts of design decisions and overall proposals. Each team’s rubric was central to team design decision making and iterative analysis of design proposals.*” (APR p. 51) Student work demonstrates this understanding and ability via diagrams and written narratives included in Assignments 3A-3C.

Assessment of SC. 5 student learning included instructor evaluation, student team peer feedback, professional peer evaluation, and curricular level self-assessment. Instructor evaluation of student progress involved daily team progress reviews. Frequency of the various components of assessments and feedback ranged from daily to weekly, to twice during the semester. At the curricular level, self-assessment for these courses, including each section, follows the model described in section 5.3.

**SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

**Not Met**

### 2023 Team Analysis:

The team found evidence of student achievement at the prescribed level for most aspects of this criterion primarily in materials provided for two major courses that integrate critical aspects of architectural design: ARCH 403 Capstone Studio and ARCH 513 Graduate Design Studio II. However, the team did *not* find the required level of achievement in *all* of the criterion's sub-components, as noted in more detail below. Evidence reviewed included a complete APR narrative, full course syllabi and assignments, student work, grading methodology, and self-assessment procedures.

The student work of preparatory course ARCH 403 includes a limited presentation of building envelope systems and their assemblies. While there is also structure present in the student work of ARCH 403, it is unclear whether this work is indicative of *design integration* – all projects use nearly an identical structural system with little evidence of structural changes in form or strategies of supporting two story spaces, multi-height glazing, cantilevers, intensive green roofs, or exterior shading devices. *The evidence for student development of design decisions integrating building envelope systems, enclosure, assemblies, and structural systems is not readily apparent in the student work of ARCH 513.* While the work of ARCH 511 Graduate Design Studio I does show the application of structure in the AIA COTE projects, it does not integrate assemblies and enclosure as tectonic components.

ARCH 403 provides evidence of a basic integration of environmental control systems, denoting the physical space the HVAC system will take up of the building footprint. The visiting team observed this most notably through student work of Assignment 5, which provides a building isometric and roof plan demonstrating the physical layout of VRF equipment and mechanical shaft location of the proposed building. In addition, ARCH 513 provides evidence of students’ ability to evaluate environmental control systems a part of its integration into a design solution. Student work in Assignment 1 provides a brief climate study and an in-depth comparison of variable refrigerant flow and vertical closed loop geothermal heat pump systems in order to make a determination that a geothermal system was the correct application for the “quiet hotel” project. The solution outlines that the system would address the user requirements of the project, while acknowledging the drawbacks – i.e., a high upfront cost – a critical skill for a future competent architect.

Course content and student work in ARCH 403 demonstrate exceptional understanding and integration of required life safety systems. In addition to ARCH 403, student work from ARCH 513 supports integration

of life safety systems within the building project. Section 1, Assignment 3 exhibits thoughtful integration of the healing power of nature within an upscale hotel, while Assignment 4 includes careful integration of egress stairs, fire rated construction assemblies, fire sprinkler layout, accessibility, and acoustical separation between dwelling spaces. Section 2 student work studies integration of potential piezoelectric wind energy harvesting into building facades.

ARCH 403 focuses on evaluating measurable outcomes of building performance through the lens of the Living Building Challenge, as instructed by the syllabus and assignment descriptions. Several assignments provide diagrams of the energy and daylight analysis of the proposed project using the Sefaira program, as well a description of how the project performs relative to the criteria of the Living Building Challenge. While ARCH 513 does not appear to address integration of measurable outcomes of building performance directly, the team observed that student work in ARCH 511 Graduate Design Studio I did demonstrate this ability, largely via use of the Living Building Challenge criteria (see SC.5 above), in addition to the evidence from ARCH 403 and, secondarily, in ARCH 531 Advanced Tectonics.

#### **4—Curricular Framework** *(Guidelines, p. 13)*

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

##### **4.1 Institutional Accreditation** *(Guidelines, p. 13)*

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

**Met**

##### **2023 Team Analysis:**

The APR appendix includes a copy of Washington State University's most recent accreditation letter from the Northwest Commission on Colleges and Universities (NWCCU), dated 24 July 2018. The APR also provides a link to additional details of NWCCU's accreditation and WSU's various evaluation and accreditation reports at <https://accreditation.wsu.edu/>.

##### **4.2 Professional Degrees and Curriculum** *(Guidelines, p. 13)*

The NAAB accredits 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.

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

☒ **Met**

**2023 Team Analysis:**

The APR documents three tracks leading to the professional M.Arch. degree, all of which meet the minimum credit hour requirements for the degree. The APR notes that all three tracks require the same 48 hours of graduate coursework. The APR provides a listing of required Professional Studies, required General Studies and Optional Studies courses for each track. The APR also documents the other non-NAAB-accredited degrees offered in the SDC.

M.Arch. 1-Year Track (168 credits): This track requires the WSU pre-professional undergraduate degree of BS Architectural Studies consisting of 120 credits (81 required pre-professional, 34 General Studies, 5 Optional Studies electives), plus 48 credits of graduate coursework (45 required Professional Studies, 3 Optional Studies electives). The NWCCU does not prescribe a minimum number of General Studies credits for the undergraduate degree.

M.Arch. 2-Year Track (undergraduate degree plus 63 credits): This track requires a pre-professional undergraduate degree providing pre-professional, General Studies, and Optional Studies, plus 15 credits of required pre-professional coursework, plus 48 credits of graduate coursework (45 required Professional Studies, 3 Optional Studies electives).

M.Arch. 3-Year Track (undergraduate degree plus 99 credits): This track requires an undergraduate degree in any discipline providing General Studies and Optional Studies, plus 51 credits of pre-professional coursework (48 required, 3 elective), plus 48 credits of graduate coursework (45 required Professional Studies, 3 Optional Studies electives).

The APR documents the process for evaluation of undergraduate degrees and/or prior academic experience for the 2-year and 3-year tracks in terms of the overall credit equivalencies, General Studies coursework and any pre-professional or Professional Studies coursework. Please see the response to Condition 4.3 below.

The team notes that the program has not yet resolved the final disposition of the requirement for ARCH 403 across all tracks, which the APR indicated as the intent starting in the 2022-2023 academic year. Discussions during the VSV confirmed that practical challenges of curricular adjustments between the undergraduate and graduate programs have led to consideration of alternative avenues to achieve the desired curricular goal of that change. The team's understanding is that the key curricular elements associated with several SCs satisfied for Track 1 students in ARCH 403 will either be addressed by including ARCH 403 as a required course across the board, or those concepts will continue to be plugged into other graduate-level coursework for the Track 2 and Track 3 cohorts.

**4.3 Evaluation of Preparatory Education** *(Guidelines, p. 16)*

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

**Met**

**2023 Team Analysis:**

The Master of Architecture Admissions Committee (MAAC) evaluates all applications for admission to the M.Arch. degree program. As per the Admission Template Matrix, the MAAC evaluates students based on their portfolio, writing sample, and transcript. The matrix includes an indication of the PC's 2, 3, 4 and SC's 1, 3, 4 that must be fulfilled through either equivalency of prior coursework or additional required coursework at WSU. Evaluation against the corresponding rubrics results in a determination of which items of preparatory coursework for an incoming Track 2 or Track 3 student is either satisfied or found to be deficient. The program provided documentation of preparatory education evaluation for students with degrees from other institutions in the form of individualized advising programs-of-study, which are the end-products of the evaluation process.

## 5—Resources

### 5.1 Structure and Governance *(Guidelines, p. 18)*

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

**Described**

**2023 Team Analysis:**

The Architecture Program is in the School of Design + Construction, which is housed in the Voiland College of Engineering and Architecture. Dean Mary Rezac leads the college. Interim Director Jason Peschel leads the school, with program heads for each discipline within the school – Matt Melcher being the program head for architecture. The APR provides an organizational chart to show the structure of university and school governance. A school leadership team consists of the school's director, program heads, M.Arch. program director(s), administrative manager, and academic program manager. This team is intended to mirror the integrated, collaborative workplace of contemporary design and construction, WSU and SDC faculty, students, and staff appear to have a wide breadth of governance involvement in the university, college, and school at various levels.

A number of the school's faculty members participate in institutional governance: at the university level, participating in WSU Faculty Senate, General University Classroom (GUC) Committee, WSU Advance, Athletics Council, and the Center for Arts and Humanities Advisory Board; at the college level, participating in VCEA Tenure and Promotion Committee, Assessment Committee, Dean Advisory Committee, and VCEA facilities planning committees; at the school level, contributing to committees such as Gallery and Public Spaces, Neighborhood for Social Justice, Lecture Series, Technology/Safety/Facilities, 1st-Year Design Curriculum, Digital Design Curriculum, History Curriculum, and staff/faculty search committees. The program head coordinates faculty involvement in program-level governance via faculty meetings, committee assignments, program surveys, and asynchronous discussion, as well as curriculum coordinators for each year in the degree programs, as described in the APR and further described by faculty members during the VSV.

Staff have similar involvement at various levels, and are encouraged to do so by recognizing this time as paid work: at the university level, staff have been involved with university committees, commissions, and task forces, including Presidential Committees; at the college level, participation by staff has been at faculty and staff meetings, and most notably, a *“distinct Staff Committee was recently formed at the*



college level, charged with providing guidance in the pre-design and programming phase of the future VCEA Schweitzer Engineering Hall / Student Success Building" (APR, p. 71); and at the school level, staff have recently been involved with committees including Student Connections, Equity, Justice and Belonging, Technology/Safety/Facilities, and staff/faculty search committees.

Students have similar opportunities to the above, as well as all opportunities large universities typically provide, such as committees at the institutional, college, school, and program level; advisory board engagement; ambassadorships; student club involvement and leadership; philanthropic activities; teaching and research assistantships; and public events coordination. Students have the opportunity to give feedback to faculty and program leadership on curriculum at the school level via organized focus groups in which students are encouraged to speak freely in directing the future of the program. Students further elaborated on participation in various organizations and clubs in the school, college, and university during the VSV; however, full participation has not picked back up following the pandemic. The team found little evidence of any significant increase in student participation in the governance of the program beyond participation on various program and/or SDC committees

## 5.2 Planning and Assessment *(Guidelines, p. 18)*

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well is the program progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

### Demonstrated

#### 2023 Team Analysis:

The 2021-2025 SDC Strategic Planning and Smart Goals, an interactive drive used by the school's Leadership Team, "defines relationships between strategic themes and goals, establishes implementation timelines, identifies essential participants, records advisory board and/or other stakeholder input, and indicates fundraising activity if applicable. The current status of each goal is indicated as in-progress, completed, abandoned, and/or slated for pursuit in the future." (APR, p 72). The SDC identifies these strategic goals and themes, along with key performance indicators, and compiles data annually on program level successes and challenges, sharing resulting assessments with faculty, staff, the SDC's advisory boards, and the college through *Annual Reports to the Dean*. As outlined in the APR and confirmed in discussions during the VSV, the Architecture Strategic Plan identifies four thematic priority areas, with the program head annually compiling successes and challenges via a variety of key benchmarks, including direct input from faculty on faculty and student success. These assessments then inform programmatic decision-making and goal-setting by the SDC director and Leadership Team. Both the APR and meetings on-site document how this assessment process addresses both the school's strategic goals and the parallel NAAB Conditions, including changes made or in-progress towards continual improvement.

As documented in the APR and the provided *Graduate Program Assessment Reports*, the program also undertakes a focused biennial curriculum assessment cycle tracked to the NAAB criteria, including assessments of student learning outcomes from a variety of sources, analysis of collected data, identification of areas needing improvement, and corresponding action plans. Notably, the program has also revised ARCH 701 M.Arch. Capstone to require degree candidates to self-assess their own learning outcomes against the NAAB SC criteria as part of their capstone project. The program reports that program leadership has reviewed direct assessment data via student outcomes in ARCH 701 Assignment 2 for one year (2022), but it is still in the process of tabulating this over multiple years. This evidence and

indirect evidence via the Student Exit Survey factor into the program and curricular assessments. The Curriculum Assessment Cycle focusses on each NAAB PC/SC over a three-year cycle. This process results in ongoing adjustments to the curriculum promoting continual improvement at both the graduate and undergraduate pre-professional level, with specific examples outlined in the APR as well as in discussions during the VSV.

The progression toward conditions of accreditation based less on demonstrating defined skill sets and more on holistic evaluation, benchmarking, and cycles of continuous improvement is apparent not only in NAAB's 2020 Conditions, but also in the developing standards of other accrediting bodies that evaluate programs, departments, and schools across WSU's five campuses. In recognition of this emerging consensus, along with its potential to further academic excellence, WSU-Pullman Chancellor Elizabeth Chilton reported to the visiting team that the institution has established a university-wide assessment initiative, headed by Assistant Provost Bill Davis. This effort is tasked with conducting a review of evaluation methodologies and establishing comprehensive assessment plans and procedures across WSU. The chancellor offered her impression that the architecture program has demonstrated leadership in implementing this evaluation & improvement model.

The Architecture Advisory Board (one of five advisory boards in the SDC), consisting of outside industry practitioners, assists in the achievement of the program's strategic goals, mainly as a liaison to and resource from the greater practitioner community, which takes on added impact given the program's relatively isolated rural location.

### **5.3 Curricular Development** (*Guidelines, p. 19*)

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 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.

#### **Demonstrated**

##### **2023 Team Analysis:**

Evidence of curricular level course assessment from the fall, winter, and spring faculty retreats was available through meeting agendas. The Course Design Criteria Document describes curricular goals, which identify NAAB criteria, shared values, program intent, and pedagogy. The program also uses a visual Architecture Studio map to establish scalar curricular objectives. The Curriculum Committee regularly reviews this document, and the team reviewed both the documents and the meeting minutes of the Curriculum Committee. The program also provided student exit surveys for multiple years, which factor into the committee's work. A schedule of assessment matrix was available within the faculty retreat meeting minutes.

The program also provided the Architecture Advisory Board Bylaws, which includes their role in connecting the program to broader issues of the architecture professional community. This role includes recommending program changes based on developments in the profession.

The governance documents noted in section 5.2 describe the roles of the personnel charged with reviewing curriculum.

In addition to curricular development within the SDC, WSU's Graduate School conducts academic program reviews of all graduate degrees every three years with support from faculty and the college deans of each academic unit.

#### **5.4 Human Resources and Human Resource Development** *(Guidelines, p. 19)*

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

#### **Demonstrated**

#### **2023 Team Analysis:**

The APR provides a complete summary of the faculty teaching loads and expectations regarding teaching, service, and research as per the categories of faculty – tenured, tenure-track, career track, and adjunct. As confirmed in meetings during the VSV, there are concerns regarding the growth of enrollment in the undergraduate and graduate architecture program and the ratio of student to faculty in upper level studios. High contact hours of studio teaching impact the available time for research among the tenure and tenure-track faculty. This high contact and additional teaching impact the direct comparison of faculty research with other peers in the college and university. Although presenting a challenge, the team did not see evidence that it significantly jeopardizes faculty or student achievement.

A member of the tenure-track faculty serves as the Architect Licensing Advisor. This person, Assistant Professor Marti Cowan, is new to the position as of May 2022 and accordingly has yet to attend the NCARB Licensing Advisor Summit.

The faculty have opportunities to pursue professional development, though budget constraints have reduced the financial support available within the college significantly. Faculty also noted that the intensive nature of architecture studios (as compared to engineering) limited the time graduate architecture students have available to participate with faculty research outside the dedicated practicum course.

Both the APR and meetings with SDC advising staff during the VSV confirmed the administrative structure to support student achievement. This includes faculty advisors, dedicated academic advisors, the college-wide Office of Internships and Career Services and the university-wide Student Care Network and Access Center.

#### **5.5 Social Equity, Diversity, and Inclusion** *(Guidelines, p. 20)*

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

**Demonstrated**

**2023 Team Analysis:**

The APR provides a thorough overview of the resources dedicated to diversity, equity, and inclusion (DEI), particularly the university's and school's various DEI policies. Supplemental information provided by the program gives greater background on how the program is using its resources to support DEI, demonstrating condition achievement. Notably, addressing condition 5.5.1, "*the program awarded and distributed 50 scholarships to architecture students totaling \$135,200. With a total enrollment of 208, this translates to 24% of our students receiving a scholarship.*" (APR, p. 21) The school utilizes graduate students as teaching assistants; however, that figure seems to be falling from 34% of graduate students in this position in fall 2021 to 17% of graduate students in spring 2022.

In addressing diversity of students, the university has reciprocal agreements with area community colleges, which allows for students from a variety of backgrounds to be able to reach the university. In expanding that reach, the school has begun participating in the WSU International Programs through its recent designation as a STEM program (2019). This has nearly doubled the international student representation in the school from 15% in AY 2014-15 to 34% in AY 2021-22. The visiting team found the school to be taking appropriate action to address the conditions of criteria 5.5.2 and 5.5.3 via the thorough descriptions provided through both the APR and virtual site visit.

One of the more notable steps towards addressing issues related to DEI can be found through the appointment of the new SDC faculty member responding to issues of diversity, justice, and belonging, Kristina Borrman. Borrman has recently joined the SDC faculty as a result of the school's successful proposal in the university's DEI cluster hire. She has already made impacts on the program through a new diversity, justice, and belonging committee, a future course titled "Social Justice in the Built Environment," as well as the expanded school DEI statement.

The visiting team found that the school largely believes in supporting all students in any manner they can. This is demonstrated via the many DEI, EEO/AA, and social equity policies and programs in place. These are clearly listed on course syllabi, the school website, and appear to be well known/participated in by the students, staff, and faculty. Additionally, the visiting team found the faculty are mindful of student well-being, noting "*[Policies are in place to] encourage faculty and invited guests to be mindful that critiques of student work, at any time and in any form, should be constructive and should support and model healthy professional character development.*" (APR, pp. 22-23)

**5.6 Physical Resources** *(Guidelines, p. 21)*

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 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, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

**Demonstrated**

**2022 Team Analysis:**

The team's review of the program's operational approach within existing classroom and studio spaces, together with a virtual tour of facilities, as currently used, yields evidence that the program's physical resources provide sufficient support for student and faculty success.

The program uses some relatively older accommodations, but it is clear that they use them well. A survey of these spaces shows facilities on par with those that members of the team have observed at other programs during accreditation visits. These include:

- Generous studio spaces in multiple configurations, with flexible furniture, support a mix of individual and collaborative design settings and learning patterns.
- Breakout spaces and public and private pin-up/review areas adjoin studios. Classrooms, lecture halls, and conference rooms include effective teacher stations and AV systems. Well-appointed and staffed shops and workrooms contain both traditional and 21st-century tools: CNC routers, laser cutters and large format 3-D printers, and small and large format color printers/plotters. Note that schedules set by entities outside of SDC make critical fabrication space, including the Trimble Lab, currently unavailable to students after hours, when these resources are most needed and would be of the greatest utility, in terms of supporting expected student outcomes.
- Facilities include necessary faculty support space, for offices, research, and preparation, plus some areas labeled as advising space. In discussions with faculty, the team learned of their need for additional space that could be used specifically for faculty-student meetings, especially in the administrative areas of Carpenter Hall.

**5.7 Financial Resources** (*Guidelines, p. 21*)

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

**Demonstrated**

**2022 Team Analysis:**

Enrollment has declined at WSU since FY2019 and has not returned to pre-pandemic levels. Funding, which is largely based on enrollment, has dropped accordingly, and WSU has implemented across-the-board cuts across the institution. The SDC and the Architecture Program, which has experienced basically flat enrollment over the same period, worked to absorb these cutbacks through effective fundraising, prioritization, and redirection of funds to maintain its level of service. This has provided consistency for students and faculty, along with demonstrated support for the program's core mission of preparing a generation of emerging professionals. Of course, fundraising and budget prioritization by themselves will not solve long-term cash flow challenges, particularly as they relate to overall faculty compensation and professional development. However, the program has shown ongoing commitment via temporary measures necessary to support core functions and expand faculty resources, including current plans to open a search for a newly created faculty position.

Nevertheless, we note statements during our visit from administrators, current faculty members, and from the APR, which indicate that faculty resources are currently stretched. These challenges are evident principally in teacher-student ratios being higher than optimum in some undergraduate courses, and in teaching loads being currently higher than planned. These factors could have an impact on faculty research, on tenure, and potentially on retention. The evidence the team reviewed suggests that an effective solution is in place for the near term, but that over the course of several years, ongoing funding increases (above and beyond fundraising) will likely be needed.

As one final note that touches on financial resources tangentially, discussions with faculty suggested the potential benefit for the SDC to support faculty research more fully through graduate assistantships. While in many cases funds for such positions will come through research grants, direct SDC support, including financial commitment, could help create flexibility and build a culture within the student body and the curriculum that supports the concept of this type of research development for advanced students within the context of a degree path.

### **5.8 Information Resources** (*Guidelines, p. 22*)

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

#### **Demonstrated**

#### **2023 Team Analysis:**

The university provides a number of physical library spaces (Holland and Terrell, Owen Science and Engineering, and Animal Health) and resources (computer labs, various printers, study rooms, librarians, etc.) as well as a largely growing collection of digital resources (eBooks, subscription based journal literature, research databases, etc.) accessible to all students in person and through *libraries.wsu.edu*. As described in the APR, materials and resources collection evaluations utilize a "shared integrated library system" (SILS), with analysis of serial holdings facilitated by the Serials Decision Database (SDD).

If WSU does not have a resource that a student, faculty member, or staff may need, the university offers interlibrary loans, which may arrive in as little as 48 hours (digital loan) to up to two weeks' time (physical interlibrary loan). This service substantially increases the articles, journals, books, etc. at the ready for all.

Resources specific to architecture, although not housed within the architecture building, Carpenter Hall, are nearby in the Owen Sciences Library, and many are available digitally 24 hours a day. The Owens Library houses over 13,000 Library of Congress architecture (and similar field) related resources. The college recently invested in a new online collection (The Bloomsbury Architecture Library) under the advisement of a faculty member. This collection combines a new digital version of Banister Fletcher's *Global History of Architecture* with additional eBooks, interactive materials, and images. Several online databases are art/architecture oriented, including the Avery Index to Architectural Periodicals and the International Bibliography of Art (IBA), among others. Additionally, units within the libraries departments include a 200-item biographical DVD collection of prominent architects, papers of prominent regional architects, and images of important WSU campus and regional buildings in the Inland Northwest taken from the late 19th to late 20th centuries.

Expenditures related specifically to architecture-related resources appear to be very small in comparison to the overall library budget. For FY2021/22, serial expenditures totaled approximately \$5.9 million for all of Pullman campus libraries, while expenditures for architecture totaled only \$6,105, with another \$3,105 for serial subscriptions. During the VSV, however, the library staff elaborated that these specific budget numbers were typically only print resources, and the larger digital databases, which are the largest resource students use, are funded from the overall WSU budget.

The architecture school has access to two library department staff members, Joel Cummings, Head of Collection Development and Collection Manager for the Sciences, and Christy Zlatos, WSU liaison librarian supporting the School of Design and Construction. The liaison does not appear to be as well utilized a resource as it could for the school, and students felt an earlier introduction to her and the library system within the curriculum may be a beneficial resource.

## 6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

### 6.1 Statement on NAAB-Accredited Degrees (Guidelines, p. 23)

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

**Met**

#### 2023 Team Analysis:

The Statement on NAAB Accredited Degrees appears on the *Architecture Accreditation* page of the SDC website: <https://sdc.wsu.edu/accreditation/arch-accreditation/>.

### 6.2 Access to NAAB Conditions and Procedures (Guidelines, p. 23)

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

**Met**

#### 2023 Team Analysis:

Links to the 2009 & 2020 NAAB Conditions and the 2012 & 2020 NAAB Procedures appear on the *Architecture Accreditation* page of the SDC website: <https://sdc.wsu.edu/accreditation/arch-accreditation/>.

### 6.3 Access to Career Development Information (Guidelines, p. 23)

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

**Met**

#### 2023 Team Analysis:

The college's Office of Internships and Career Services (<https://vcea.wsu.edu/student-success/internships-careers/>) provides students with services related to career goals and planning, on-

campus recruiting, job postings, and participation in Design Career Fairs, including a dedicated VCEA Career Coach.

As noted in the APR (p.111), the program also “provides structured curricular and co-curricular opportunities designed to assist students with identifying career paths options as well.”

#### **6.4 Public Access to Accreditation Reports and Related Documents** *(Guidelines, p. 23)*

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program’s website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program’s optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

**Met**

#### **2023 Team Analysis:**

Links to all required reports and NCARB ARE pass rates appear on the *Architecture Accreditation* page of the SDC website: <https://sdc.wsu.edu/accreditation/arch-accreditation/>.

The Statement on Teaching and Learning Culture appears on the *Policies + Procedures* page of the SDC website: <https://sdc.wsu.edu/about-us/policies-and-procedures/4-2-teaching-and-learning-culture/>.

The Statement on Equity, Justice, and Belonging appears on the *Equity, Justice, and Belonging* page of the SDC website: <https://sdc.wsu.edu/equity-justice-and-belonging/>.

#### **6.5 Admissions and Advising** *(Guidelines, p. 24)*

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

**Met**

#### **2023 Team Analysis:**

Links to application forms, instructions, and requirements for admission to the BS Architectural Studies appear on the *Architectural Studies* page of the SDC website at <https://sdc.wsu.edu/architectural-studies/admission-to-arch/>.

Links to application forms, instructions, and requirements for admission to the M.Arch. Program, including the processes for evaluation of transcripts, portfolios, and the content of non-accredited degrees, appear



on the *M.Arch.* page of the SDC website at <https://sdc.wsu.edu/architectural-studies/master-of-architecture/m-arch-admission-procedures/>.

Links to information on applying for financial aid and scholarships appear on the *Applying for Financial Aid* page of the WSU website at <https://financialaid.wsu.edu/getting-started/>.

Links to information on finding and applying for scholarships appear on the *Search for Scholarships* page of the WSU website at <https://financialaid.wsu.edu/scholarships/>. Additional scholarship information appears on the *Scholarships + Assistantships* page of the SDC website at <https://sdc.wsu.edu/scholarships-assistantships/>.

The program does not establish explicit diversity goals for admission but strives to create a culture of inclusivity within the program and admissions via its Statement on Equity, Justice, and Belonging found on the SDC website at <https://sdc.wsu.edu/equity-justice-and-belonging/>.

## 6.6 Student Financial Information (Guidelines, p. 24)

- 6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.
- 6.6.2 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.

**Met**

### 2023 Team Analysis:

The program provides access to resources and advice for making financial aid decisions on the *Student Financial Services* page of the WSU website: <https://financialaid.wsu.edu/home/>.

The *M.Arch. Graduate Handbook*, available online at <https://sdc.wsu.edu/documents/2019/09/m-arch-handbook.pdf/>, provides information on WSU tuition, fees and living expenses; laptop requirement, computing and shop fees; special course fees; and cost estimates for specialized course materials.

## V. Appendices

### Appendix 1. Conditions Met with Distinction

#### **Condition 2: Shared Values of the Discipline and Profession:**

The Architecture Program, as well as the SDC in general, embraces the Shared Values in a holistic, non-siloed manner, through its strategic plan, its organizational structure, its learning opportunities, and its teaching culture, instilling in students an understanding of how these values are manifest in both theoretical and tangible terms that are necessarily interconnected.

#### **Condition 3.1-PC.3 Ecological Knowledge and Responsibility:**

The program instills deep understanding of the dynamic link between built and natural environments, empowering future architects to mitigate climate change responsibly, leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy. In addition to exemplary integrated and environmental design approaches, including participation and achievement in the national AIA/ACSA COTE competition, students use sophisticated software to analyze heat flows, energy use intensity, and other quantitative measures to evaluate comparative systems and building types.

#### **Condition 3.1-PC.8 Social Equity & Inclusion:**

The diverse cultures and background of the faculty, students, and staff is a strength that the SDC has used to its advantage in order to produce a mindful overall school. In embracing the words of their social equity, justice and belonging statement, all parties show efforts of being respectful and understanding, while fostering a culture of responsive design.

#### **Condition 3.2-SC.1 Health, Safety & Welfare in the Built Environment:**

The program includes a detailed sequence of coursework imparting broad societal health, safety, and welfare imperatives at multiple scales. Design studio subjects, for example, fostered structured understanding of the role of sustainable design in reducing carbon emissions and global warming, its positive impact on health, safety, and welfare, and its nexus with equitable communities, economy and well-being, neighborhood zoning, job creation, affordable housing, walkability, active transportation and recreation, and the building code.

#### **Condition 5.5 Social Equity, Diversity & Inclusion**

The program is proud of their commitment to furthering the causes related to DEI, shown through the newly updated social equity, justice, and belonging statement, increasingly diverse school population, newly appointed social justice in the built environment faculty member, and the breadth of curriculum and project types. The students, staff, and faculty voiced pride in the steps the school has taken towards these endeavors and are looking forward to what these initiatives will take in the future.



2-YEAR TRACK  
 PROGRAM AND STUDENT CRITERIA MATRIX  
 WSU Master of Architecture Degree

Program Criteria	Year 1				Graduate Final Year				Non-Curricular Activity					
	Fall		Spring		Fall		Spring							
	ARCH 570	ARCH 463	ARCH 580	ARCH 571	ARCH 510	ARCH 511	ARCH 530	ARCH 540	ARCH 580	ARCH 513	ARCH 527	ARCH 540	ARCH 701	SDC 444, 555 or other
PC.1 Career Paths														
PC.2 Design														
PC.3 Ecological Know. & Respon.														
PC.4 History & Theory														
PC.5 Research & Innovation														
PC.6 Leadership & Collaboration														
PC.7 Learning & Teaching Culture														
PC.8 Social Equity & Inclusion														
Student Criteria														
SC.1 HSW in the Built Environ.														
SC.2 Professional Practice														
SC.3 Regulatory Context														
SC.4 Technical Knowledge														
SC.5 Design Synthesis														
SC.6 Building Integration														

3-YEAR TRACK  
 PROGRAM AND STUDENT CRITERIA MATRIX  
 WSU Master of Architecture Degree

Program Criteria	Year 1				Year 2				Final Graduate Year				Non-Curricular Activity																
	Fall		Spring		Fall		Spring		Fall		Spring																		
	ARCH 201	ARCH 210	ARCH 351	CSTM 201	ARCH 303	ARCH 215	ARCH 332	###	ARCH 570	ID 326	CSTM 332	ARCH 451 or ID 387	ARCH 571	ARCH 531	CSTM 333	SDC 473	ARCH 510	ARCH 511	ARCH 530	ARCH 542	ARCH 463	ARCH 580	ARCH 513	ARCH 527	ARCH 540	ARCH 580	ARCH 701	SDC 444, 555 or other	
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### Appendix 3. The Visiting Team

#### **Team Chair, Practitioner Representative**

John K. Edwards, Assoc. AIA, LEED AP-BD+C  
Bonstra|Haresign Architects, LLP  
1728 14<sup>th</sup> Street NW  
Washington, DC 20009  
2002.250.9290  
jedwards@bonstra.com  
imnotpei@yahoo.com

#### **Educator Representative**

Catherine Wetzel  
College of Architecture  
Illinois Institute of Technology  
S.R. Crown Hall  
3360 South State Street  
Chicago, IL 60616  
312.567.3230  
wetzel@iit.edu

#### **Regulator Representative**

Jim Nielson, NCARB, LEED® AP, FAIA  
Architecture and Engineering Design  
Utah Valley University  
800 West University Parkway  
Orem, UT 84058  
801.550.3474  
jimnielson.faia@gmail.com  
jnielson@uvu.edu

#### **Student Representative**

Haley Dougherty, AIA, LEED AP-BD+C, NCARB  
M+H Architects  
12747 Olive Blvd Suite 150  
St. Louis, MO 63141  
314-218-2908  
haleyadougherty@gmail.com

**VI. Report Signatures**

Respectfully Submitted,



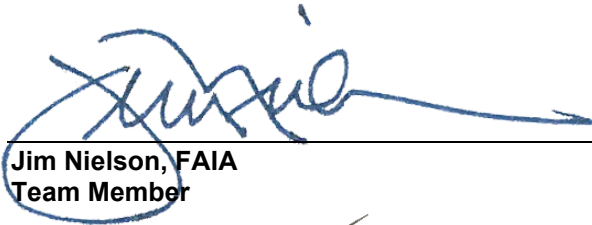
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**John K. Edwards, Assoc. AIA**  
Team Chair



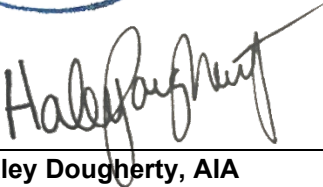
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**Catherine Wetzel**  
Team Member



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**Jim Nielson, FAIA**  
Team Member



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**Haley Dougherty, AIA**  
Team Member