The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.
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I. Summary of Team Findings

1. Team Comments & Visit Summary

The NAAB Visiting Team found great esprit and supportive and mutually respectful relations between faculty, staff and students at the School of Architecture, Art and Historic Preservation (SAAHP).

Opportunities for liberal arts concentrations and minors enrich architecture offerings and students' broader view of the world. The university vision "Learning to Bridge the World" has resulted in initiatives that include making connections to the local and regional communities, international study abroad opportunities, a university community service requirement, and the Community Partnership Center that all provide students with a foundation for continued community engagement throughout their lives.

The program strikes a balance between the art of architecture and the professional preparation of students; practicing architects clearly respect SAAHP architecture students and want to hire them.

The Teaching Firms in Residence initiative is a great program that supplements the very accomplished full-time faculty. Along with the Visiting Faculty program, it adds diversity to the full-time faculty.

We would like to particularly commend ARCH 488 Computer Applications for Professional Practice for its innovative approach to Project Management and Integrated Project Delivery (IPD) and ARCH 522 Environmental Design Research for its unique approach to applied research.

The NAAB Visiting Team would like to commend SAAHP for their excellent NAAB visit preparation and documentation, which was very much appreciated by the team. In addition to more standard documentation, course binders included a matrix correlating course assignments and NAAB criteria that was particularly helpful for the team.

2. Conditions Not Met

SPC A. 11. Cultural Diversity
While ARCH 522 Environmental Design Research covers many areas of human behavior and diversity, student projects only focus on one group of subjects in a semester, which does not give students a complete understanding of the range of culturally diverse populations they will have to encounter in the architectural profession and no other course adequately addresses this issue.

SPC B. 6. Comprehensive Design
ARCH 513 Comprehensive Project Design Studio is exemplary in many ways, particularly in the breadth of subject matter it covers, however the technical documentation of construction methods and materials lacked detail and specificity and projects did not demonstrate an adequate understanding of structural systems on the part of the students.

3. Causes of Concern

A. Diversity Plan. While there is a diversity plan in place and it is beginning to show positive results, more progress needs to be shown in this area in both faculty and student recruitment and demographics.
4. Progress Since the Previous Site Visit (2006)

2004 Criterion 13.14, Accessibility: Ability to design both site and building to accommodate individuals with varying physical abilities

Previous Team Report (2006): Accessibility is given inadequate attention, and examples of its application throughout the studio work are limited. Accessibility codes and human-centered design/universal design principles are not addressed. The team found no evidence of inclusion of accessibility issues in Arch 321, Site and Environment, the course listed as the primary source for this information.

2012 Visiting Team Assessment: This condition, now SPC B. 2. Accessibility, is now met. Evidence that this criterion was met was found in ARCH 214 Architecture Design Core Studio IV, ARCH 321 Site and Environment, and ARCH 513 Comprehensive Project Design Studio.

2004 Criterion 13.25, Construction Cost Control: Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Previous Team Report (2006): General awareness of cost is evident in studio work (e.g., affordable housing and material selection); however, understanding the fundamentals of building cost, life-cycle cost, and construction estimating is not adequately covered in coursework. The team only found limited exposure to construction cost control issues in Arch 333, Electrical and Mechanical Equipment in Buildings; and no evidence of inclusion of cost control in Arch 542, Professional Practice, the course listed as the primary source for this information.

2012 Visiting Team Assessment: This condition, now B. 7. Financial Considerations, is now met. Evidence was found in ARCH 488 Computer Applications for Professional Practice and ARCH 542 Environmental Design Research. A high level of understanding was shown in ARCH 488.
II. Compliance with the Conditions for Accreditation

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

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

1.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program’s benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

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

2012 Team Assessment: The description of the history, mission and culture of both the university and the accredited program is included in the Architecture Program Report (APR). The description covers how their history, mission and culture are expressed in a contemporary context.

The relationship between the program and the institution is also described in the APR and those descriptions were verified by interviews with the president and provost of the institution and with the staff, faculty, and students in the accredited program. The program benefits the institution with its student population constituting a large percentage of the total student population (approximately 400 students out of about 5000 in the university); by the discipline-specific courses it makes available to students in other majors; by its promotion and support of international programs which contribute to the vision of the university, “Learning to Bridge the World”; and by participation in community partnership activities. Examples of how the program has benefited from the institution include receiving support for international activities; support for faculty development; and expanded physical facilities.

Examples of how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects include the location of the program in a liberal arts college which shares courses in its core curriculum; the use of notable practicing firms as part of the cohort of faculty; and, electives in history and theory which balance the more technical aspects of the curriculum.

1.1.2 Learning Culture and Social Equity:

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

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

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.
- Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.

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

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

2012 Team Assessment: The program demonstrates that it provides a positive and respectful learning environment as evidenced in their Excellence Policy, the Studio Culture Policy and Honor Code, and the Diversity Plan. The documents include health-related policies. The effectiveness of these policies in action was confirmed by interviews with students, faculty, staff, and administrators.

The team was presented with a management tool (CYCLE, particularly the segment called PLANES) that is used by the school to engage broad involvement by faculty, students, and staff in future development of the objectives required by this standard. It is open to the entire community and is subject to continuous refinement.

It appears to the team that there is a culturally rich educational environment and there is a clear policy on diversity that reflects an equitable distribution of resources. The 2011–17 plan aspires to increase the diversity of the faculty, staff, and students when compared with the diversity of the institution during the term of the next two accreditation cycles.

This aspiration for an increase in diversity has not yet been achieved. The plan is clear and is supported by the President and the Dean; the team anticipates future shifts in diversity statistics as a result of its implementation.

1.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. Architectural Education and the Academic Community. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching. In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

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2012 Team Assessment: Faculty in SAAHP lead the university in scholarship and community engagement, as evidenced in faculty c.v.'s in the APR, the faculty exhibits and interviews with the President and Provost. They are dedicated and innovative teachers and contribute significantly to university governance, involvement described in the APR, seen in the course materials prepared by SAAHP and heard in interviews with faculty. Architecture students are immersed in liberal arts through concentrations and minors and are involved in university activities, as evidenced in the APR and in interviews with the students. Both faculty and students are committed to a mutually respectful and supportive learning environment that encourages a broad range of directions in the development of knowledge. This was apparent in discussions with administrators, faculty, staff and students over the course of the visit.

B. Architectural Education and Students. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2012 Team Assessment: As evidenced in the APR and interviews with administrators, faculty, staff and students the NAAB Visiting Team found that: students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

The learning culture promotes student leadership, the collegial exchange of ideas, and mutual respect among students and faculty. The involvement in student organizations in both the graduate and undergraduate levels is seen throughout the student body. SAAHP's AIAAS chapter is one of the largest in the nation. They recently hosted the Northeastern Quad Conference. The chapter is admired by faculty and professionals alike for its service to the students, the school, and the broader Bristol community. The AIAAS is an integral component of the school's learning community.

C. Architectural Education and the Regulatory Environment. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2012 Team Assessment: When asked about knowledge of the IDP program, approximately 85% of the students attending the school-wide entrance meeting indicated they had knowledge of the program. A new IDP coordinator was named in the fall of 2011. The AIAAS chapter, acknowledging a lack of awareness of the IDP program, initiated a session with the new IDP coordinator to educate the student body about internship and the IDP. This seems to have been successful and it is hoped that the initiative will become an annual event.

Faculty are aware of IDP and provide mentoring to students concerning professional practice, as evidenced in interviews with faculty and students.

D. Architectural Education and the Profession. That students enrolled in the accredited degree program are prepared: to practice in a global economy, to recognize the impact of design on the
environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** Roger Williams University students in the accredited program are well prepared for the future as professional architects in the 21st century. As demonstrated in the APR, in observation of student work, and in interviews with administrators, faculty, and students, architecture students have introductory experiences in the collaborative roles and responsibilities of related disciplines and communities they will work with and serve. Opportunities for service and learning with local organizations and classes in geographically dispersed settings encourage professional growth, and supportive student organizations such as AIAS and a large component of licensed faculty increase the potential for students to achieve work lives as fully functional professionals.

**E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** The NAAB Visiting Team find that RWU students become active, engaged students through community service requirements, and participation in the university-wide Civil Discourse Lecture Series. We find that they are responsive to the needs of a changing world as evidenced in the course work for ARCH 101 Foundations of Architecture, and ARCH 121 History of Art and Architecture I. We believe that they acquire the knowledge needed to address environmental, social, and economic challenges through design, conservation, and professional practice in several courses in the curriculum and that they understand the ethical implication of practice particularly in ARCH 542 Professional Practice and ARCH 522 Environmental Design Research. We also find that they understand their responsibilities to clients and to the public.

**1.1.4 Long-Range Planning:** An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

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

**2012 Team Assessment:** Data to fulfill this requirement was included in the APR and confirmed by interviews with the faculty, the administration, the president, and the provost of the university. Policy documents were also made available in the team room.

The framework for long-range planning and self-assessment is called "CYCLES: PLANES, CARS, PORTS," acronyms that represent the timing and content of each section of their process. The dean of SAAHP reviewed this framework and its structure with members of the NAAB Visiting Team.
1.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:

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

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

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

2012 Team Assessment: Data to fulfill this requirement was included in the APR and confirmed by interviews with the faculty, the administration, the President, and the Provost of the university. Policy documents and electronic presentations describing the process were also made available in the team room.

CYCLES is the online structure for the following elements of the extensive assessment and planning process at the university. Each segment is controlled by, and open to, the appropriate users.

PLANES is the online Planning and Assessment Framework. CARS is the online Curriculum Assessment and Review System. PORTS is the online Student Portfolio System. A survey of graduates of the program was conducted by SAAHP, with results included in the APR and a SWOT analysis, informed by all collected data was conducted by the school, with the results of this analysis provided in hard copy in the team room.
PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- Faculty & Staff:
  - An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.
  - 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.

[X] Human Resources (Faculty & Staff) are adequate for the program

2012 Team Assessment: SAAHP has sufficient faculty to support student learning and achievement. There are 29 full-time faculty members, with 19 of them primarily teaching the 400 architecture students in the accredited program and with others teaching architecture students as a significant part of their teaching load; all are available to act as student advisors. The full-time faculty are supplemented by a large group of adjunct faculty, many of whom have been teaching in the program for a significant number of years. There is also a sufficient number of staff in the library, office support and technical support areas to serve faculty and students. These figures were provided in the APR.

Required EEO/AA and diversity policies were provided in the team room, along with personnel position descriptions and the faculty contract. The faculty contract spells out workloads, criteria for appointment, reappointment, tenure and promotion, as well as for merit increases. Faculty workloads were reduced in the last contract, to allow for more opportunities for research and professional work and the contract mandated significant faculty salary increases over the last few years. Classes are relatively small, and larger ones have several faculty teaching them, allowing for an environment that promotes student learning and faculty research and professional achievements. Professional development funds are provided to faculty by SAAHP and there are several university programs that offer additional funds on a competitive basis that SAAHP faculty have been successful in obtaining, as evidenced in the APR.

A full-time faculty member has been the IDP coordinator for several years and was replaced in fall 2011 by an adjunct faculty member. The previous IDP coordinator attended the required NCARB training and development programs and the newly appointed coordinator is planning to attend the NCARB session in summer 2012, as revealed in faculty interviews. The new IDP coordinator conducted an information session with all the students in the program in the fall and put together and

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2 A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.
distributed an IDP information pamphlet (which was given to the NAAB Visiting Team members) to students.

- **Students:**
  - An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.
  - An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

[X] **Human Resources (Students) are adequate for the program**

**2012 Team Assessment:** The required admissions policies were provided in the team room.

The faculty demonstrates a strong commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities, apparent in the APR and in interviews with administrators, faculty and students. While the level of advising varies, the students were generally satisfied with the services offered. Students are well exposed to the IDP program and aided in their transition to the profession by a number of faculty, as cited in interviews.

The APR outlines initiatives to expand student diversity. In the summer of 2012 the school will offer full tuition, room, and board support for the one week "Summer Intensive" program for four diverse students. Partnership programs with high schools in disadvantaged communities are beginning to yield an increase in entering students from diverse populations, as noted by the Dean of SAAHP.

**1.2.2 Administrative Structure & Governance:**

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

[X] **Administrative Structure is adequate for the program**

**2012 Team Assessment:** The accredited degree program is administered by the Dean and Assistant Dean of SAAHP and the Architecture Program Coordinator, who is primarily responsible for the curriculum of the program. An organizational chart was provided in the APR and descriptions of responsibilities were confirmed in interviews with the Dean, Assistant Dean and Architecture Program Coordinator. The administrative structure provides sufficient autonomy to conform to the conditions for accreditation.

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

[X] **Governance opportunities are adequate for the program**

**2012 Team Assessment:** Faculty and students participate in program and institutional governance on a number of committees that address curricular and learning culture policies in the school, as evidenced in the APR and in interviews with administrators, faculty and students. Staff and students also communicated in interviews that Dean White administers the school in a highly accessible and collaborative manner, encouraging input from all parties in SAAHP, although faculty expressed interest in having more input into teaching assignments.
1.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

- Space to support and encourage studio-based learning
- Space to support and encourage didactic and interactive learning
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

[X] Physical resources are adequate for the program

2012 Team Assessment: The school's physical resources were found to adequately support the needs of both faculty and the students, as evidenced in the APR and in tours of the School of Architecture building. The building provides for a safe, flexible environment that serves the program needs well. An ample amount of space is provided for seminars, lectures, pinup spaces, computer labs and review spaces, with space for larger classes provided in nearby university buildings. Several specialty labs are provided in the building, including a digital fabrication lab, a materials and conservation lab, and a wood shop that further support the program.

The team has a concern that accessibility for the handicapped (ADA compliance) in the library has still not been addressed and remains an ongoing issue. This concern was raised in the last VTR. Plans for an expansion that will address the ADA access issue are in the early design phase. The planned expansion, presented to the team during a meeting with an SAAHP faculty member and representatives of the university administration to discuss the SAAHP's Community Partnership Center, includes the consolidation of the library spaces on the ground floor and spaces for the Archive of Rhode Island Architecture and the Community Partnership Center. This planned expansion, however, does not have a schedule for implementation at this time.

The team also observed that the main lecture hall does not have designated seating that is accessible to the handicapped (ADA compliant).

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

[X] Financial resources are adequate for the program

2012 Team Assessment: As evidenced in the APR, SAAHP has appropriate financial resources provided by the university to support student learning and achievement. Architecture program students enjoy average university expenditures above those spent on the university's engineering students, for example. Recent faculty salary increases and ample opportunities for faculty development, as well as support of student and staff activities were evidenced in the APR.

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

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

[X] Information resources are adequate for the program
2012 Team Assessment: SAAHP students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture. The architecture library is located within SAAHP and is staffed 91 hours per week. The library has a collection of over 25,000 books with an annual budget of over $50,000 for architecture book acquisitions. The library also includes a collection of periodicals, media materials, electronic resources, and visual resources. The NAAB team met with librarian, John Schlinke to tour and verify the facility resources identified in the APR.

Students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning. John Schlinke, the librarian, is a great resource, having been trained in library information as well as being a licensed architect. The knowledgeable staff also includes the Circulation Coordinator, the Evening Circulation Supervisor, and student support staff. The Visual Resources Center includes two part time staff, and is headed by the Library Systems/Web Services Specialist.
PART I: SECTION 3 – REPORTS

1.3.1 Statistical Reports\(^3\). Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical reports were provided and provide the appropriate information

2012 Team Assessment: The team found all required statistical reports in the APR.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

\(^3\) In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.
[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2012 Team Assessment: All required NAAB Annual Reports and NAAB Responses to Annual Reports were provided in the APR, in links to the SAAHP website or provided by NAAB to the team.

A signed letter certifying that the statistical data provided to NAAB by SAAHP is consistent with that provided by the university to national and regional agencies was included in the APR.

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

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

2012 Team Assessment: The faculty credentials matrix provided in the APR and in the team room and the faculty CV's clearly demonstrated that SAAHP faculty possess the experience and breadth of knowledge necessary to teach the courses in which evidence was found that addressed the NAAB SPC and to promote student achievement.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.
PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2012 Team Assessment: The NAAB Visiting Team found that the policy documents provided in the team room met the requirements of Appendix 3.
PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students’ learning aspirations include:

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

A.1. Communication Skills: Ability to read, write, speak and listen effectively.
Met [X]

2012 Team Assessment: The team found evidence that students had the ability to read, speak and listen effectively in ARCH 325 History of Modern Architecture, ARCH 522 Environmental Design Research and ARCH 542 Professional Practice.

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

2012 Team Assessment: Design Thinking skills were evidenced in ARCH 313 Architectural Design Core Studio V, ARCH 513 Comprehensive Project Design Studio and ARCH 613 Graduate Thesis Design Studio.

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

2012 Team Assessment: Visual Communication Skills were evidenced in ARCH 313 Architectural Design Core Studio V, ARCH 513 Comprehensive Project Design Studio and ARCH 613 Graduate Thesis Design Studio.
A.4. Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Met [X]

2012 Team Assessment: Evidence was found satisfying this criterion in ARCH 231 Construction Materials and Assembly I, ARCH 331 Construction Materials and Assemblies II.

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

Met [X]

2012 Team Assessment: This SPC was found to be met in ARCH 522 Environmental Design Research, and ARCH 641 Graduate Thesis Research Seminar.

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

Met [X]

2012 Team Assessment: This SPC was found to be met in ARCH 214 Architectural Design Core Studio IV, ARCH 313 Architectural Design Core Studio V and ARCH 613 Graduate Thesis Design Studio.

A.7. Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

Met [X]

2012 Team Assessment: Evidence that satisfied this criterion was found in ARCH 213 Architectural Design Core Studio III, ARCH 313 Architectural Design Core Studio V, ARCH 416 Advanced Topical Design Studio: Urban and ARCH 613 Graduate Thesis Design Studio.

A.8. Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Met [X]

2012 Team Assessment: This criterion was found to be met in ARCH 213 Architectural Design Core Studio III, ARCH 313 Architectural Design Core Studio V, ARCH 335 Structure, Form and Order and ARCH 513 Comprehensive Project Design Studio.
A. 9. Historical Traditions and Global Culture: Understanding of parallel and divergent
canons and traditions of architecture, landscape and urban design including
examples of indigenous, vernacular, local, regional, national settings from the
Eastern, Western, Northern, and Southern hemispheres in terms of their climatic,
ecological, technological, socioeconomic, public health, and cultural factors.
Met
[X]

2012 Team Assessment: This criterion was found to be met in ARCH 101 Foundations of

A. 10. Cultural Diversity: Understanding of the diverse needs, values, behavioral norms,
physical abilities, and social and spatial patterns that characterize different cultures and
individuals and the implication of this diversity on the societal roles and responsibilities of
architects.

Not Met
[X]

2012 Team Assessment: While ARCH 522 Environmental Design Research covers many areas of
human behavior and diversity, student projects only focus on one group of subjects in a semester,
which does not give students a complete understanding of the range of culturally diverse populations
they will have to encounter in the architectural profession and no other course adequately addresses
this issue.

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

2012 Team Assessment: Applied Research is met with distinction in ARCH 522 Environmental
Design Research and the ARCH 641 Graduate Thesis Research Seminar.

Realm A. General Team Commentary: As evidenced in the courses cited in A.1-11., the program
fundamentally addresses the core elements of design, particularly critical thinking and representation.
Coursework includes a full offering across a variety of sub-disciplines that provides students a broad view
of architecture, including theoretical, social, political, economic, and environmental contexts. By building
on basic abilities and skills, such as communication and design thinking, and introducing more
sophisticated techniques and concepts as a student progresses through the program, the work
demonstrates clear proficiency in the areas covered in this realm, with the exception of cultural diversity,
which should be addressed more thoroughly.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon
to comprehend the technical aspects of design, systems and materials, and be able to apply that
comprehension to their services. Additionally they must appreciate their role in the implementation of
design decisions, and their impact of such decisions on the environment. Students learning aspirations
include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.
B. 1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

Met
[X]

2012 Team Assessment: This SPC was found to be met in ARCH 542 Professional Practice and in ARCH 641 Graduate Thesis Research Seminar.

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.

Met
[X]

2012 Team Assessment: This SPC was found to be met in ARCH 214 Architectural Design Core Studio IV, ARCH 321 Site and Environment and ARCH 513 Comprehensive Project Design Studio.

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

Met
[X]

2012 Team Assessment: This SPC was found to be met in ARCH 332 Acoustics and Lighting, ARCH 333 Building Systems and ARCH 513 Comprehensive Project Design Studio.

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

Met
[X]

2012 Team Assessment: This SPC was found to be met in ARCH 213 Architectural Design Core Studio III and ARCH 321 Site and Environment.

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

Met
[X]

2012 Team Assessment: Evidence that this SPC was met was found primarily in ARCH 513 Comprehensive Project Design Studio; more limited evidence was found in ARCH 313 Architectural Design Core Studio V.
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
- A.4. Technical Documentation
- A.5. Investigative Skills
- A.8. Ordering Systems
- A.9. Historical Traditions and Global Culture
- B.2. Accessibility
- B.3. Sustainability
- B.4. Site Design
- B.7. Environmental Systems
- B.9. Structural Systems
- B.5. Life Safety

Not Met

2012 Team Assessment: ARCH 513 Comprehensive Project Design Studio is exemplary in many ways, particularly in the breadth of subject matter it covers, however the technical documentation of construction methods and materials lacked detail and specificity (A. 4.) and projects did not demonstrate an adequate understanding of structural systems (B. 9.) on the part of the students.

B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

Met

2012 Team Assessment: Evidence that this SPC was met was found in ARCH 488 Computer Applications for Professional Practice and ARCH 542 Professional Practice. A high level of understanding was shown in ARCH 488.

B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

Met

2012 Team Assessment: This SPC was met in ARCH 332 Acoustics and Lighting and ARCH 333 Building Systems.

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

Met
2012 Team Assessment: Evidence was found that this criterion was satisfied in ARCH 335 Structure, Form and Order, ARCH 434 Design of Structures I and ARCH 435 Design of Structures II.

B. 10. Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

Met [X]

2012 Team Assessment: Evidence was found that this criterion was satisfied in ARCH 231 Construction Materials and Assemblies I and ARCH 331 Construction Materials and Assemblies II.

B. 11. Building Service Systems Integration: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Met [X]

2012 Team Assessment: Evidence was found that this criterion was satisfied in ARCH 333 Building Systems and ARCH 513 Comprehensive Project Design Studio.

B. 12. Building Materials and Assemblies Integration: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

Met [X]

2012 Team Assessment: Evidence was found that this criterion was satisfied in ARCH 231 Construction Materials and Assemblies I and ARCH 331 Construction Materials and Assemblies II. A robust exploration of Materials and Assemblies was found in the student work.

Realm B. General Team Commentary: This section of the student performance criteria focuses on the areas of integrated building practices and technical skills. The student work clearly demonstrated the necessary ability in and understanding of the technical aspects of the profession. The team was pleased to see the strength and commitment to each of the individual student performance criteria. It was, however, observed that the integration of several of the basic skills, Technical Documentation (A. 4.) and Structural Systems (B. 6.), were not demonstrated in the Comprehensive Project Design Studio as well as expected by the team.

Realm C: Leadership and Practice: Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:
Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

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

Met [X]

2012 Team Assessment: This SPC was found to be met in ARCH 488 Computer Applications for Professional Practice and ARCH 522 Environmental Design Research.

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

Met [X]

2012 Team Assessment: This SPC was found to be met in ARCH 522 Environmental Design Research.

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

Met [X]

2012 Team Assessment: This SPC was found to be met in ARCH 522 Environmental Design Research and ARCH 542 Professional Practice.

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

Met [X]

2012 Team Assessment: Evidence was found that this criterion was met with distinction in ARCH 488 Computer Applications for Professional Practice and ARCH 542 Professional Practice.

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

Met [X]
2012 Team Assessment: Evidence was found that this criterion was met in ARCH 488 Computer Applications for Professional Practice and ARCH 542 Professional Practice.

C. 6. Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

Met [X]

2012 Team Assessment: ARCH 522 Environmental Design Research, ARCH 488 Computer Applications for Professional Practice, and ARCH 542 Professional Practice provided evidence that met the requirements for C.6 Leadership.

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

Met [X]

2012 Team Assessment: Evidence that this SPC was satisfied was found in ARCH 542 Professional Practice.

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

Met [X]

2012 Team Assessment: Evidence that this SPC was satisfied was found in ARCH 522 Environmental Design Research and ARCH 542 Professional Practice.

C. 9. Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

Met [X]

2012 Team Assessment: ARCH 522 Environmental Design Research and the university community service requirements meet the requirements of C.9 Community and Social Responsibility.

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

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

The team observes that all of the student performance criteria in this realm are met and that these subjects are a strength of the program. Two of the exemplary courses in the program, ARCH 488 Computer Applications for Professional Practice and ARCH 522 Environmental Design Research, support the goals and objectives of this realm.
PART TWO (II): SECTION 2 — CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).

Met [X]

2012 Team Assessment: Evidence of regional accreditation by NEASC was provided in the APR.

II.2.2 Professional Degrees and Curriculum: The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met [X]

2012 Team Assessment: Information describing the degrees and curriculum was included in the APR and confirmed by interviews with the administrators and the faculty. The curriculum includes professional studies, general studies, and electives. There are 45 semester credits of required core general education and an additional 6 units of electives with non-architectural content in the curriculum and it is possible for students to minor in a variety of subjects. The Master of Architecture Degree requires the completion of 181 semester credit hours, of which a minimum of 38 credit hours are at the graduate level, and includes professional electives. Students are given ample opportunities to pursue minors and concentrations.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

Met [X]

2012 Team Assessment: The Architectural Program coordinator is charged with the primary responsibility for curriculum development and assessment and serves as the Chair of the Curriculum Committee, which includes input from the Dean of SAAHP and the faculty and students. Co-coordinators in the studio areas support the program coordinator. The co-coordinators have the responsibility of coordination of instruction across multi-section coursework. Other ad hoc committees are convened in the special program areas such as sustainability, structural and other areas as necessary.

The committee is composed of all fulltime, visiting and adjunct faculty. This combination clearly demonstrates that a comprehensive review is completed and that many who serve are licensed architects.
The current curriculum review and development process has been in place since 2004. Regular two-day conferences are held after both the fall and spring semesters. Each semester's planning session looks at the larger view based on the student work. This process allows for the opportunity to review and reflect on the previous semester's work. This review is facilitated by the use of the CYCLES: PLANES, CARS, PORTS framework, in which student work is submitted every semester to enable all faculty to review and assess course work and syllabi.
PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

Met
[X]

2012 Team Assessment: The evaluation of preparatory and preprofessional education was described in the APR, and samples of student files were reviewed with the dean. The process is exceptionally thorough and comprehensive. This requirement was met with distinction.
PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

Met
[X]

2012 Team Assessment: The statement on NAAB-Accredited Degrees is provided on the school’s website and in promotional materials to prospective students.

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

Met
[X]

2012 Team Assessment: Access to NAAB Conditions and Procedures is provided through the school’s website.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org  
The NCARB Handbook for Interns and Architects  
Toward an Evolution of Studio Culture  
The Emerging Professional’s Companion  
www.NCARB.org  
www.aia.org  
www.ajass.org  
www.acsa-arch.org

Met
[X]

2012 Team Assessment: Access to Career Development Information is provided through the school’s website.

II.4.4 Public Access to APRs and VTRs
In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:
All Annual Reports, including the narrative  
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

Met
[X]

**2012 Team Assessment:** Public access to the APRs and VTRs is provided through the school’s website.

**II.4.5 ARE Pass Rates**

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

Met
[X]

**2012 Team Assessment:** A link to the ARE pass is provided on the SAAHP website.
III. Appendices:

1. Program Information

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Roger Williams University, APR, pp. 1-4

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

Reference Roger Williams University, APR, pp. 4-10

C. Long-Range Planning (I.1.4)

Reference Roger Williams University, APR, pp. 31-35

D. Self-Assessment (I.1.5)

Reference Roger Williams University, APR, pp. 36-49
2. Conditions Met with Distinction

II.3 Evaluation of Preparatory/Preprofessional Education

The work done by Dean Stephen White to meet this requirement was more than thorough; this should be the model for all accredited programs.

I.1.3B Arch Ed and Students

As evidenced in the APR and interviews with administrators, faculty, staff and students the NAAB Visiting Team found that: students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

The learning culture promotes student leadership, the collegial exchange of ideas, and mutual respect among students and faculty. The involvement in student organizations in both the graduate and undergraduate levels is seen throughout the student body. SAAHP's AIAS chapter is one of the largest in the nation. They recently hosted the Northeastern Quad Conference. The chapter is admired by faculty and professionals alike for its service to the students, the school, and the broader Bristol community. The AIAS is an integral component of the school's learning community.

I.1.5 Self-Assessment Procedures

The assessment procedures in the CARS section of the CYCLES framework were transparent and accessible to the whole community. This formal process, in addition to the other assessment practices of the architecture faculty, provides a rational and extensive system for assessment.

II.1 SPC A 11 Applied Research

The research habits established in preliminary courses, particularly ARCH 522 Environmental Design Research, clearly continued to influence the work of students in later semesters. This reflects the strength of learning in the early coursework.

II.1 SPC C4 Project Management

ARCH 488 Computer Applications for Professional Practice provides an exemplary model for teaching practice management in its focus on Integrated Project Delivery (IPD) in which architecture students' work with students from construction management in team projects.
3. The Visiting Team

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