

NAAB – Annual Report -- Part I – Statistical Report

SECTION A. INSTITUTIONAL CHARACTERISTICS

1. Program Contact Information:

Name Iowa State University
Title Department of Architecture
Office Phone Number 515.294.2557
Fax Number 515.294.1440
Email jholt@iastate.edu

2. Institution Type:

Public

3. Carnegie Classification:

a. Basic Classification: DRU: Doctoral/Research Universities
b. Undergraduate Instructional Program: Prof+A&S/HGC: Professions plus arts & sciences, high graduate coexistence
c. Graduate Instructional Program: CompDoc/MedVet: Comprehensive doctoral with medical/veterinary
d. Size and Setting: L4/R: Large four-year, primarily residential

4. Which regional accreditation agency accredits your institution?

North Central Association of Colleges and Schools (NCACS)

5. In which ACSA region is the institution located?

West Central

6. Who has direct administrative responsibility for the architecture program?

Name Gregory Palermo FAIA
Title Professor and Interim Program Director
Office Phone Number 515-294-7163
Fax Number 515-294-1440
Email gpalermo@iastate.edu

7. To whom should inquiries regarding this questionnaire to be addressed?

Name Jean Holt
Title Administrative Specialist
Office Phone Number 515-294-2557
Fax Number 515-294-1440
Email jholt@iastate.edu

8. Who is the university administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name Gebre Tesfagiorgis
Title Director of Institutional Research
Office Phone Number 515-294-1181
Fax Number 515-294-4835
Email gebretes@iastate.edu

9. Institutional Test Scores

a. SAT

Critical Reading

25th percentile SAT score: 460

75th percentile SAT score: 640

Mathematics

25th percentile SAT score: 530

75th percentile SAT score: 670

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Writing

25th percentile SAT score:

75th percentile SAT score:

b. ACT

25th percentile ACT score: 22

75th percentile ACT score: 28

c. Graduate Record Examination (GRE)

Verbal: (200-800)

Quantitative: (200-800)

Analytical: (0.0 – 6.0)

SECTION B – NAAB-ACCREDITED ARCHITECTURE PROGRAMS

1. DEGREE PROGRAMS

a. Which NAAB accredited / candidate degree programs were offered during the last fiscal year? (B. Arch, M. Arch, D. Arch)

Accredited

B. Architecture, M. Architecture

Candidate

N/A

b. Did your institution offer any pre-professional architecture degree programs during the last fiscal year? No

Degree Type	Available?	Full Degree Title
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c. Did your institution offer any post-professional architecture degree programs during the last fiscal year?

Full Degree Title
Master of Science in Architecture

2. Does your institution have plans to initiate any new NAAB-accredited degree programs?
No

3. Does your institution have plans to discontinue any of its NAAB-accredited degree programs?
No

4. What academic year calendar type does your institution have?
2 Semesters or Trimester

5. Credit Hours for Completion for each program:

- a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited/candidate degree program offered by your institution:
- a. B. Architecture: 166
 - b. M. Architecture undergraduate (five years, no baccalaureate degree awarded prior): 0
 - c. M. Architecture Pre-Professional (degree designed for candidates who have a pre-professional degree in architecture): 60
 - d. M. Architecture Non-Pre-Professional (degree designed for candidates who have an undergraduate degree in a discipline other than architecture): 100
 - e.
- b. By degree, what is the distribution of credit hours in the following: General Education, Professional, and Electives?

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- a. B. Architecture:
- b. General Education: 40
- c. Professional: 84
- d. Electives: 42
- e. M. Architecture undergraduate:
- f. General Education: 0
- g. Professional: 0
- h. Electives: 0
- i. M. Architecture Pre-Professional:
- j. General Education: 0
- k. Professional: 42
- l. Electives: 18
- m. M. Architecture Non-Pre-Professional:
- n. General Education: 0
- o. Professional: 82
- p. Electives: 18
- q.

6. Average credit hours per student per term by degree program?

B. Architecture: 17

M. Architecture undergraduate: 0

M. Architecture Pre-Professional: 15

M. Architecture Non-Pre-Professional: 15

7. Is your degree program(s) offered in whole, or in part, at more than one campus or location?
[no response needed in ARS print out]

SECTION C – TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCREDITED PROGRAMS

1. Tuition is defined as “the amount of tuition and required fees covering a full academic year most frequently charged to students for instructional services.”

a. What were the tuition and fees for the institution for the last fiscal year?

B. Architecture: Full-Time Student (In-State) \$6102.00 (Tuition), \$895.00 (Fees); Full-Time Student (Out-of-State) \$17668.00 (Tuition), \$895.00 (Fees); Part-Time Student (In-State) \$255.00 (Tuition), \$362.00 (Fees); Part-Time Student (Out-of-State) \$737.00 (Tuition), \$362.00 (Fees)

M. Architecture: Full-Time Student (In-State) \$7120.00 (Tuition), \$849.00 (Fees); Full-Time Student (Out-of-State) \$18548.00 (Tuition), \$849.00 (Fees); Part-Time Student (In-State) \$396.00 (Tuition), \$345.00 (Fees); Part-Time Student (Out-of-State) \$1031.00 (Tuition), \$345.00 (Fees)

b. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? No

c. Is a summer session required for any portion of your accredited degree program(s)? If yes, what is the additional tuition and fees for the summer program? Yes, the rates are as follows: Full-Time Student (In-State) \$6102.00 (Tuition), \$895.00 (Fees); Full-Time Student (Out-of-

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State) \$17668.00 (Tuition), \$895.00 (Fees); Part-Time Student (In-State) \$255.00 (Tuition), \$362.00 (Fees); Part-Time Student (Out-of-State) \$737.00 (Tuition), \$362.00 (Fees)

- d. Does the institution offer discounted or differential tuition for summer courses for a NAAB accredited degree program? No

2. Financial Aid: What was the percent of students financial aid at both the institutional and architecture program levels (grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses? *This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year.*

Grant Type	% Students Receiving Aid	Average Amount by Types of Aid
a. Institution Federal Grants	27%	4728
a. Institution State/Local Grants	16%	2633
a. Institution Institutional Grants	61%	4495
a. Institution Student Loans	55%	8342
b. Architecture Program Federal Grants	22%	4703
b. Architecture Program State/Local Grants	18%	2695
b. Architecture Program Institutional Grants	60%	4832
b. Architecture Program Student Loans	57%	8712

- 3. **Graduate Assistantships** (What was the total number of graduate-level students employed on a part-time basis for the primary purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year (Jul 1 – Jun 30) within the NAAB-accredited programs offered by your institution? *Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.* **29**

SECTION D – STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED DEGREE PROGRAMS

1. APPLICANT CYCLE

a. Applicants:

B. Architecture: 209

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	3	2	5
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	3	4	7
Hispanic/Latino	7	3	10
White	83	67	150
Two or more races	0	0	0
Nonresident alien	15	13	28
Race and ethnicity unknown	6	3	9
TOTAL	117	92	209

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M. Architecture: 76

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	3	0	3
Hispanic/Latino	1	0	1
White	22	11	33
Two or more races	0	1	1
Nonresident alien	8	26	34
Race and ethnicity unknown	3	1	4
TOTAL	37	39	76

b. Admissions (students admitted):

B. Architecture: 84

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	1	1	2
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	1	2	3
Hispanic/Latino	3	0	3
White	30	25	55
Two or more races	0	0	0
Nonresident alien	8	10	18
Race and ethnicity unknown	2	1	3
TOTAL	45	39	84

M. Architecture: 61

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	1	0	1
Hispanic/Latino	1	0	1
White	18	10	28
Two or more races	0	1	1
Nonresident alien	4	23	27
Race and ethnicity unknown	2	1	3
TOTAL	26	35	61

c. Entering Students:

B. Architecture: 84

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	1	0	1	0	2	0	2
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	2	0	3	0	3

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Hispanic/Latino	3	0	0	0	3	0	3
White	30	0	25	0	55	0	55
Two or more races	0	0	0	0	0	0	0
Nonresident alien	8	0	10	0	18	0	18
Race and ethnicity unknown	2	0	1	0	3	0	3
TOTAL	45	0	39	0	84	0	84

M. Architecture: 29

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	2	0	0	0	2	0	2
Hispanic/Latino	1	0	0	0	1	0	1
White	10	0	7	0	17	0	17
Two or more races	0	0	0	0	0	0	0
Nonresident alien	1	0	5	0	6	0	6
Race and ethnicity unknown	2	0	1	0	3	0	3
TOTAL	16	0	13	0	29	0	29

2. Total undergraduate/graduate architecture enrollment in NAAB accredited program by race/ethnicity.

B. Architecture 294

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	6	1	7	0	13	1	14
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	2	0	3	1	5	1	6
Hispanic/Latino	9	0	2	3	11	3	14
White	108	27	62	18	170	45	215
Two or more races	0	0	0	0	0	0	0
Nonresident alien	10	4	16	3	26	7	33
Race and ethnicity unknown	5	3	2	2	7	5	12
TOTAL	140	35	92	27	232	62	294

M. Architecture 68

Race	Male Full Time	Male Part Time	Female Full Time	Female Part Time	TOTAL Full Time	TOTAL Part Time	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0
Black or African American	1	0	0	0	1	0	1

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Hispanic/Latino	4	0	1	0	5	0	5
White	19	5	14	0	33	5	38
Two or more races	0	0	0	0	0	0	0
Nonresident alien	7	0	10	1	17	1	18
Race and ethnicity unknown	4	0	1	1	5	1	6
TOTAL	35	5	26	2	61	7	68

SECTION E -- DEGREES AWARDED

1. What is the total number of NAAB-accredited degrees that were awarded in the last fiscal year?

B. Architecture:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	2	0	2
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	36	21	57
Two or more races	0	0	0
Nonresident alien	2	0	2
Race and ethnicity unknown	1	0	1
TOTAL	41	21	62

M. Architecture:

Race	Male	Female	TOTAL
American Indian or Alaska Native	0	0	0
Asian	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0
Black or African American	0	0	0
Hispanic/Latino	0	0	0
White	7	7	14
Two or more races	0	0	0
Nonresident alien	0	1	1
Race and ethnicity unknown	0	0	0
TOTAL	7	8	15

2. Time to Completion/Graduation

a. Time to completion equals the total number of semesters/quarters to complete the degree:

b. Percentage of students that graduate in "normal time to completion":

3. Graduation rate for B. Arch programs: 50

SECTION F -- RESOURCES FOR NAAB-ACCREDITED PROGRAMS

1. Total number of catalogued titles in the architecture library collection within the institutional library system (Main Campus; Other locations – links from B8). 11706

2. Total number of catalogued titles that have Library of Congress NA or Dewey 720-729 (Main Campus; Other locations – links from B8). 36403

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Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	3	0	0	0	0	0	3	0	3
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	3	0	0	0	0	0	3	0	3

Part Time Associate Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	1	0	0	0	0	0	1	0	1
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	1	0	0	0	0	0	1	0	1

Part Time Assistant Professor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	1	0	0	0	1	1
Two or more races	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	1	0	0	0	1	1

Part Time Instructor

Race	Tenured Male	Tenured Female	Tenure-Track Male	Tenure-Track Female	Non-Tenure-Track Male	Non-Tenure-Track Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0
White	0	0	0	0	1	5	5	1	6

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Two or more races	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	1	5	5	1	6	

c. Adjunct Faculty Professor, Associate Professor, Assistant Professor, Instructor):

Race	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	Instructor Male	Instructor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0	0	0	0
White	0	0	0	0	0	1	0	0	0	1	1
Two or more races	0	0	0	0	0	0	0	0	0	0	0
Nonresident alien	0	0	0	0	0	0	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	1	0	0	0	1	1

3. Faculty Credentials:

Highest Degree Achieved	Professor Male	Professor Female	Associate Professor Male	Associate Professor Female	Assistant Professor Male	Assistant Professor Female	TOTAL Male	TOTAL Female	GRAND TOTAL
D. Arch. (accredited)	1	0	0	0	0	0	1	0	1
M. Arch. (accredited)	1	0	4	1	1	2	6	3	9
B. Arch. (accredited)	1	0	0	0	0	0	1	0	1
Ph.D. in architecture	1	0	2	1	1	0	4	1	5
Ph.D. in other discipline	0	0	0	1	0	0	0	1	1
Post-professional graduate degree in architecture	0	0	1	0	0	0	1	0	1
Other degrees	3	0	0	1	1	0	4	1	5
Registered in U.S. Jurisdiction	4	0	5	0	0	0	9	0	9

4. Salaries

Instructional Faculty Type	Number	Minimum	Average	Maximum	University Average
Professor	4	87036	95130	112338	117560
Assoc. Prof.	10	74004	79070	84807	82765
Assist. Prof.	4	59740	60978	64043	74659
Instructor	4	41000	45750	50000	0

Iowa State University
Architecture Program
Gregory S. Palermo, FAIA
Date of Last Visit: March 2007

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RESPONSES TO: 1.4 Conditions Not Met

13.1 Speaking and Writing Skills (Not Met-Undergraduate only)

Ability to read, write, listen, and speak effectively

The team was unable to find adequate traditional examples in the undergraduate program of academic writing using documented multiple source research, the analysis of facts, the development of rhetorical argument, bibliographic information, and the proper citation of sources in papers available for review.

Response

Many of our elective courses have writing requirements that meet the expectations of this condition. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectations of meeting this condition within our required curriculum. Syllabi for Arch 422, Arch 423, Arch 519, and Arch 529 were provided in the 2009 Annual Report.

13.8 Western Traditions (Not Met-Graduate only)

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

The graduate program needs a broader historical view of the western architectural canons and traditions in architecture that includes periods before the 19th century. While a summer reading list is provided to matriculating students, this activity is not considered to be performance at the level of understanding.

Response

To address these concerns in the graduate curriculum, Arch 595- Seminar in the Built Environment was restructured to include major classic texts of architectural history developed in Europe and the United States. The sessions cover a variety of architectural styles, types, and technological developments within the Western context. Students read selections by classically trained architectural historians, cultural historians of architecture, landscape architects, historians, novelists, and literary theorists. Syllabus for Arch 595 was provided in the 2009 Annual Report.

13.9 Non-Western Traditions (Not Met)

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Neither the undergraduate, nor the graduate programs address the non-western traditions to the level of understanding. Several students selected non-western research topics for papers, but this is not consistently accomplished by all students. There are several excellent electives in this area; however, electives cannot be used to satisfy the student performance criteria.

Response

As noted in the 2009 reports, there are excellent electives that meet this condition already available in our curriculum. We have revised the curriculum to require that one of these elective courses is included within the required departmental elective sequence for each student. This insures that each student will have the expectation of meeting this condition within our required curriculum. Syllabi for Arch 426, Arch 427, Arch 519, and Arch 528A were provided in the 2009 Annual Report. We also regularly review and revise the syllabi for the two required undergraduate history courses Arch 221 and 222, and the required graduate history/theory sequence.

13.16 Program Preparation (Not Met)

Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

There is extensive and inventive evidence of program analysis, but no evidence of assessment of actual client and user needs, detailed inventory of space and equipment size requirements beyond gross square footage notations, or consistent design assessment criteria implementation.

Response

As noted in the 2009 reports, our programs have exhibited “*extensive and inventive evidence of program analysis*”; however, the specific deficiencies of this condition have been addressed by revising the program preparation requirements for studios in both the undergraduate and graduate programs. In the undergraduate program the revised requirements occur in our new version of Arch 401, a comprehensive design studio in the fall semester of our fourth year where students are now required to develop their own programs from a single page client letter. This revised studio is discussed further in our response to 13.28 Comprehensive Design. In the graduate program the proper program

preparation now occurs in Arch 601, the fall semester studio in our second year. Syllabi for Arch 401 and Arch 601 were provided in the 2009 Report.

13.17 Site Conditions (Not Met)

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

The program has addressed this issue through analysis, but there is no evidence in the design of large site contexts, site drainage, parking layout, and site circulation for required coursework. Site conditions are addressed in the option studios but not in required studios, so it is possible a student may not be exposed to these important criteria.

Response

In the undergraduate program we are addressing this condition in Arch 301, our design studio in the first semester of our third year. In addition to including the revised expectations in the coursework performance, this course is now delivered in collaboration with the equivalent level studio in the Department of Landscape Architecture. The interdisciplinary interaction with peers focused on site considerations helps enhance our student's awareness of these issues. In the graduate program the condition has been addressed through modifications to Arch 541- Sci Tech I and Arch 644- Sci-Tech IV, including integration within design studio projects in Arch 506 (2nd studio), Arch 601 (4th studio), and Arch 603 (6th studio). Arch 541 addresses "Site Ecology" including subsurface conditions (soil characteristics and impact on construction), surface conditions (water movement, water drainage, and associated codes), environmental conditions (vegetation, animal habitat, watersheds, and water quality), technical conditions (site surveys, cut/fill, and site utilities). Arch 644 addresses "Site Design" including large site management, parking design, and paving design. Syllabi for Arch 301, Arch 541, Arch 644, Arch 506, Arch 601, and Arch 603 were provided in the 2009 Annual Report.

13.25 Construction Cost Control (Not Met)

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

The team was unable to find evidence of construction cost estimating that includes life-cycle cost in student work. While building economics is indicated as a learning outcome for Professional Practice (Arch 482-582), the visiting team could not find any evidence of student work to indicate that this criterion is met. There is evidence that this criterion is addressed in design-build elective studios, but electives cannot be used to satisfy NAAB student performance criteria.

Response

We are revising the curriculum in both programs to help meet this condition. In the graduate program we have added fourth course, Arch 644, in our Sci-Tech sequence to

address the deficiency in this specific condition, as well as supplementing and enhancing other issues of technology, such as technical documentation. In the undergraduate program we have been reevaluating our entire technology sequence with the goal of more fully integrating the delivery of the varied coursework both within the sequence itself and with the curriculum as a whole, as we have successfully done with our graduate program. We will be addressing the deficiencies in construction cost control through these curricular modifications, as well as embedding our technology sequence within the delivery of our studio coursework to help inform and enrich the effectiveness of both. Syllabi for Arch 644 and undergraduate tech sequence revisions were provided in the 2009 Annual Report.

13.26 Technical Documentation (Not Met-Graduate only)

Ability to make technically precise drawings and write outline specifications for a proposed design

Evidence of this criterion is found in the coursework for Materials and Methods (Arch 240). The course effectively teaches students technical documentation through a combination of generating verbal and graphic documents and “red lining” each other’s work. This process mirrors practice and effectively demonstrates a student’s knowledge and ability. The team expresses a concern that the exclusive use of light wood frame structures inhibits the full potential of this course. The graduate program does not exhibit the thoroughness of various building systems, the full range of scales or all the forms of representation that are typical of technical documents. There is significant reliance on an elective course to inform the technical documents. There is significant reliance on an elective course to inform the technical documentation knowledge, this course is not taken by all students.

Response

As previously noted, the graduate program has added a fourth Sci- Tech course in our technology sequence to deal with several program deficiencies, as well as enhance other issues of technology. This additional coursework addresses the deficiency in technical documentation. Syllabus for Arch 644 was provided in the 2009 annual Report.

13.28 Comprehensive Design (Not Met-Undergraduate only)

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

Architectural Design V (Arch 401) does not meet the requirements for comprehensive design. However, there was ample evidence that Architectural Design V when taken in concert with the elective Integrated Design Workshop (Arch 528f) met the expectations for comprehensive design. However, electives

may not be used to fulfill NAAB student performance criteria. The team found that Advanced Architectural design III (Arch 603) in the graduate program meets expectations even though there were inconsistencies among projects. The team found no explicit rubric for evaluation that is shared with students and describes all the variables that need to be considered when comprehensive design is combined in one studio course.

Response

The comprehensive design studio has been significantly restructured to address concerns that some of its critical content was being delivered in a parallel elective course not required of all students. We have eliminated this elective, Arch 528b- Integrated Design Workshop, and moved its lectures and assignments relevant to comprehensive design into a newly configured fall semester fifth year studio, Arch 403- Comprehensive Design Studio. This studio will use a program and site similar to our former highly successful fourth year comprehensive design studio, Arch 401. The appropriate lecture material from Arch 528b will be delivered during a dedicated hour of studio each week. This new version of Arch 403 will be offered for the first time in Fall 09. Arch 401 has been recast as a smaller scale urban building studio, in part to help address concerns about deficiencies in program development and site conditions, as addressed in an earlier response. Elements of program analysis and site design from the former Integrated Design Workshop have been incorporated into this newly established studio that was being offered for the first time this fall. Developing a second studio to deal with issues of comprehensive design has allowed us to more effectively include critical performance criteria that was previously judged as not met. Syllabi for Arch 401 and Arch 403 were provided in the 2009 Annual Report. Arch 403 and 401 have continued to evolve and be refined.

RESPONSES TO: 1.5 Causes for Concern

- A. With the increasing reliance on part-time lecturers to teach many of the required courses, there is an increased need to have a well documented curriculum with explicit learning objectives and anticipated outcomes for each course. Without this structure, it is clear that consistent and anticipated student learning is not achieved. New faculty must be aware of interrelationships between courses in the curriculum and explicitly informed on expectations and evaluative norms.

Response

As noted in a previous response, a thorough review and modification of the undergraduate curriculum is in process. Portions of the modifications began last year and others were put in place this year. The final determination of the modifications was completed as part of the university catalog cycle ending in Oct. 2010. These modifications will result in a newly documented curriculum complete with explicit learning objectives and anticipated outcomes for each course. To assist in the direct and effective transfer of course information and expectations to our lecturers, we have assigned two level coordinators for each year of our program; They work collaboratively to develop the syllabus for the studio sections and to coordinate with other required courses typically taken by students at that level. We are working toward assigning a faculty mentor to each of our

lecturers to assist in their understanding of our departmental expectations. The chair is working with them on their general acclimation to the department, to the university, and to the community.

- B.** The use of elective courses to satisfy NAAB student performance criteria conflicts with the *Conditions of Accreditation*. Care should be taken to insure that all faculty and students are aware of the student performance criteria and their relationship to the curriculum.

Response

We are aware that the student performance criteria must be met by required coursework. As noted in previous responses, we have modified our policies to take full advantage of the rich and effective mix of electives we currently offer by developing required sets of elective options that insure each student will have coursework addressing the full compliment of student performance criteria. We are also endeavoring to identify the specific NAAB criteria being addressed in each of our courses by having the criteria noted in the performance expectations of the course syllabus, having it listed in a published departmental matrix of all departmental courses, or both.

- C.** The undergraduate program has undergone considerable changes in recent years with the implementation of a college-wide core defined as “a common set of studio and lecture classes... intended to prepare (students) for application to any of the college’s professional degree curricula.” Careful assessment needs to be done concerning the impact this program has on upper level studio course content.

Response

Significant changes have been made to the upper level studio course content, as well as the parallel curriculum, as previously noted in an earlier responses. Our initial second year design studio now begins with a team project that studies the family residence throughout history by studying noteworthy precedents and effectively representing what they have learned. This process takes advantage of the allegedly familiar residence to quickly and intensely establish and integrate the basic parameters of architecture, how it has evolved, its various methods/standards of representation, and its culture of teamwork by immediately embedding them into the studio setting and experience. We previously discussed the benefits of our collaboration with the Department of Landscape Architecture in the fall studio of our third year, as well as the purpose for the planned expansion into two levels of comprehensive studio in the fall of both the fourth and fifth years. Using our accreditation visit as an impetus, we spent last academic year in a comprehensive and inclusive dialogue about the aspirations for our curriculum development. We are working through the detailed planning of this newly integrated curriculum and will continue implementing it as expeditiously and effectively as possible.

REPORT ON CHANGES TO THE PROGRAM

The following changes to the program “may be of interest to subsequent visiting teams or to the NAAB” (NAAB description of Narrative Report elements). A significant driver of the changes has been reduction in central university support to the College of Design in the amount of 12% over a period of two years (i.e., differential allocation of reductions in state funding; approximately \$2M). Another driver is a collegiate perspective to take advantage of faculty resources, development of new degrees that will compliment our current programs – potentially raising new tuition revenue, and a greater emphasis on external funding (research and gifts, sponsored studios, etc.).

Last year we reported a temporary reorganization of the college, dissolution of departments, and centralization of budgets as the college addressed the ‘change drivers’ noted above. During this period of reorganization, key items such as governance regarding promotion and tenure, curriculum development and approval, representation on university committees, program admissions, and teaching assignments & program operations have continued. During the past academic year and continuing into this, the college has been engaged in the process of developing a permanent reorganization and governance structure. The college faculty approved principles of reorganization in September, and the process has now moved to definitive plans and governance proposals. In essence, architecture will resume its status as an independent department with a chair as executive officer. This structure should be in place during the visit year of 2012-2013.

An important feature of the temporary structure was the centralization of financial resources at the collegiate level. Part of this centralization has been the elimination of duplication in services and reduction in staff expense. The amount listed for FY’10 as \$172K for operating funds was been reduced to \$39.5K for faculty development for FY’11. For the current year, FY’12 \$20,325 in general funds for Services and IT, supplies and miscellaneous expenses were restored to the architecture budget. Other resources –central IT, support of the Architectural Advisory Council, lectures and exhibits (other than those funded by endowments or foundation gifts directly to architecture), special occasions such as retirements and faculty recognitions, etc., remain centrally administered.

For FY’12, salaries and full time equivalent faculty lines have been maintained at about 28 resulting in a student faculty ratio of approximately 13/1. Funding for graduate assistants is in addition to this. Search for a permanent chair has been authorized, and we are seeking two new tenure-track faculty with two more planned for FY’13.

Architecture’s differential tuition proposal was forwarded to the Board of Regents for its October meeting, for voting action at its December meeting. It is expected that with stabilized organizational structure and governance, there will be reformulation of increased program budgets for direct discretionary administration at the unit level.