



**The Ohio State University  
Knowlton School of Architecture**

## **2017 Visiting Team Report**

### **Master of Architecture**

Track I (preprofessional degree + 63 semester credits)

Track II (nonpreprofessional degree + 96 semester credits)

The National Architectural Accrediting Board  
March 29, 2017

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

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

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## I. Summary of Visit

### a. Acknowledgements and Observations

The team would like to thank the Ohio State University and the Knowlton School of Architecture (KSA) for their enormous effort in preparing for the accreditation visit and for their gracious hospitality. Special thanks go to Architecture Section Head Robert Livesey for his direction of the effort, KSA Director Michael Cadwell, and all of the students and faculty who participated in preparations for the visit and engaged in conversations with the team during its stay on campus. The school's passion for continuous improvement and its commitment to excellence were evident from the moment the team started its work.

The Ohio State University is a land-grant university, which was established in 1870. It began operations in 1873 with 24 students and 7 faculty members, representing 7 areas of study. At the time of the team visit, there were nearly 55,000 students, 4,500 faculty members, and 176 academic disciplines located in 18 colleges. The university has 4 regional campuses and an Agricultural Technical Institute. The KSA is located on the Columbus campus and is a unit of the College of Engineering.

The Architecture Section is one of three sections that comprise the KSA, with Landscape Architecture and City and Regional Planning being the other two. More detailed information on the architecture program's history and development may be found in the APR (pp. 4-7).

The relationship between the KSA and the College of Engineering has, by all accounts, been helpful to both. The college's leadership understand and appreciate the freshness and out-of-the-box thinking that the design disciplines contribute at the university level. They also understand the nuances and differences within architecture education and work well with the KSA to allow it to thrive and seek its own direction within the realm of the university's overall strategic mission and plan. The relationship between the KSA and the college is one of mutual respect and appreciation for the contributions of the other.

Within the KSA, the team found a similar strength with regard to the relationship between the administration, faculty, staff, and students. The team was impressed by the entire school's engagement, across all sections, with one another and with their work. The architecture program students display an energy and enthusiasm that contributes to the learning environment. The team found a strong program and an ethos of design showing positive results that are noted university wide.

### b. Conditions Not Achieved

The team was unable to find sufficient evidence of achievement at the prescribed level for the following criteria:

- D.2 Project Management
- D.3 Business Practices

## II. Progress Since the Previous Site Visit

**2009 I.3.1, Statistical Reports:** *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.*

**Previous Team Report (2011):** Reports included in the APR and provided upon request during the visit do not align with the required NAAB formats of documentation.

**2017 Visiting Team Assessment:** [Statistical reports submitted are now formatted per NAAB requirements.](#)

**2009 I.3.2, Annual Reports:** *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

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

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

**Previous Team Report (2011):** Annual reports for 2006 – 2010 were provided in the APR.

Both the format and information requested by NAAB changed during this period. The KSA staff completing the forms also changed. These changes and the length of time between report filings resulted in inconsistencies from report to report (notably sections 5 and 6 from 2009 to 2010).

**2017 Visiting Team Assessment:** *With recent changes in NAAB reporting requirements, particularly as to the timing of reports, the KSA has not yet been required to submit the former Annual Reports, now Part B and on a 3-year cycle.*

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### III. Compliance with the 2014 Conditions for Accreditation

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

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

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

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. This includes the program's benefits to the institutional setting, and how the program as a unit and/or individual faculty members participate in university-wide initiatives and the university's academic plan. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

**2017 Analysis/Review:** The Ohio State University is one of the world's most comprehensive universities. Its vision and mission serve as the conceptual framework for uniting the university.

**Vision:** The Ohio State University is a model 21st century public, land-grant, research, urban, community-engaged institution.

**Mission:** The university is dedicated to:

- Creating and discovering knowledge to improve the well-being of the state, regional, national, and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

The university understands that diversity and inclusion are essential components of its excellence.

The Ohio State University Department of Engineering established an architecture program in 1899. In 1906, the Department of Architecture became the eleventh architecture program in the country. During the 1960s, the program established a Master of Architecture degree and a 4-year Bachelor of Science in Architecture degree, and the department was divided into three sections: Architecture, Landscape Architecture, and City and Regional Planning. These three sections were renamed the Knowlton School of Architecture in 1994. The school's vision and mission embrace the university's vision and mission through "its pedagogy, public offerings, service to the university, and engagement with the community." The school provides the university "with a teaching model by which knowledge is generated, tested, and put into action." The Architecture Section applies a holistic approach that encompasses the use of design laboratories, and science and liberal arts courses.

**I.1.2 Learning Culture:** The program must demonstrate that it provides a positive and respectful learning environment that encourages optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments, both traditional and non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both

inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities

**2017 Analysis/Review:** The KSA has adopted a written Studio Culture Policy. The school has incorporated a plan for implementation of the policy in all courses, and its principles are in each course syllabus. The policy is reviewed and developed each year through input from the faculty, students, staff, and administrators. It is shared and understood among all members of the architecture program. The Studio Culture Policy addresses the values of time management, general health and well-being, work-school-life balance, and professional conduct.

The program encourages students and faculty to learn both inside and outside the classroom. Students working jointly on a design problem learn how to work with others through successful collaboration. Students working on individual design solutions learn from, and are supported by, peers outside class time and by faculty during class time. Outside the classroom, students are encouraged to be involved in organizations such as the American Institute of Architecture Students (AIAS), SERVitecture, and Habitat for Humanity.

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

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

**2017 Analysis/Review:** The university has EEO/AA policies that are implemented across the institution. The College of Engineering hired a Chief Diversity Officer to provide guidance for college departments and the KSA. The KSA prepares a Diversity Plan annually and coordinates its initiatives with the College of Engineering. School faculty and administrators receive ongoing training in promoting diversity. The visiting team met with three female faculty members who have been promoted since last visit

The architecture program and the KSA have proactively responded to college and university EEO/AA policies and initiatives in order to achieve diversity with regard to ethnicity among the faculty and staff.

**I.1.4 Defining Perspectives:** The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

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

**2017 Analysis/Review:** ARCH 7410 Advanced Architectural Design I requires student team work for research and analysis, which is indicated in course documentation. Students have a range of opportunities for collaboration and leadership through extracurricular and curricular activities, such as the Urban Land Institute (ULI) prep course, and the ULI and U.S. Department of Housing and Urban Development (HUD) competitions. These activities are carried out by interdisciplinary teams that include students from the KSA's Landscape Architecture and City and Regional Planning sections as well as students from other disciplines in the university such as Business, Public Policy, and Law. Volunteering for Habitat for Humanity and the Columbus Neighborhood



Design Assistance Center by faculty and students is another example of collaborative efforts.

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

**2017 Analysis/Review:** The architecture program describes its understanding of design as being based on “ecologies.” An ecology is a “dynamic system that is continually evolving and exchanging with other systems.” Three ecologies are used in the grounding of an architecture education: theory, technology, and studio. Theory operates in the broadest realm and moves thoughts to modes of action. Technology is the most quantifiable ecology and is used to expand one’s expertise. The studio is where the assimilation of the ecologies takes place.

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

**2017 Analysis/Review:** The program’s approach to educating students on the breadth of professional opportunity and preparing them for practice is robust. The approach takes various forms and enlists local professionals and alumni in a variety of ways that directly engage the curriculum. These include the use of local practitioners as adjunct faculty, engagement with the local Architecture Institute of America (AIA) component, multi-faceted support of the school’s American Institute of Architecture Students (AIAS) chapter, and the creation of various programs such as the Alumni Association’s Mentorship Program and the school’s Office Associateship Program. The Office Associateship Program connects 35 design firms in Columbus, as well as regional and national design firms, with KSA students, and it provides additional mentorship opportunities and financial support for architecture students in the graduate program. This program provides a powerful and supportive network for KSA students.

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

**2017 Analysis/Review:** The architecture program prepares students to understand and be responsible for stewardship of the environment in multiple ways. The building technology courses—ARCH 5810 Systems I and ARCH 6810 Systems II—address environmental stewardship through strategies for building siting, building form, active and passive heating, cooling, illumination, ventilation, and energy efficiency. A lecture series and special events further develop students’ awareness of environmental stewardship.

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

**2017 Analysis/Review:** Evidence of coursework that promotes community and social responsibility is found within the core curriculum. This coursework includes ARCH 7310 Practice of Design Professions and the design studios. Students also participate in extracurricular organizations, such as SERVitecture, that connect students with volunteer opportunities and raise money for local charities. SERVitecture encourages and promotes KSA student and faculty involvement in community service opportunities related to the fields of architecture, landscape



architecture, and city and regional planning.

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

**2017 Analysis/Review:** The KSA's long-range planning process includes input from the faculty, administration, and alumni. The faculty approved a Strategic Plan in 2012 and completed an update of it in 2016 based on a planning process that was led by the KSA Director and included the participation of the alumni, school advisory board, administration, and faculty. This Strategic Plan has four components: Teaching and Learning, Research and Innovation, Outreach and Engagement, and Resources and Stewardship. These components align with college and university objectives and are coordinated with the NAAB accreditation's five Defining Perspectives.

Initiatives related to long-range planning include new opportunities for teaching and learning, improved student services, increased diversity, initiatives to enhance faculty research, alignment of faculty hiring with university and school initiatives, clarity with regard to promotion and tenure, increased outreach and marketing initiatives, and improved operations.

#### **I.1.6 Assessment:**

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multi-year objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

**2017 Analysis/Review:** The KSA Architecture Section employs a number of methods to evaluate the programs and organization of the school. Much of this evaluation occurs during regularly scheduled meetings throughout the academic year cycle. In the team's meeting with students, it was evident that students participate on a regular basis in student evaluations at semester's end and in student exit interviews prior to graduation to provide feedback to faculty. The Architecture Section Head uses the results of student evaluations to inform his annual reviews, individually, with faculty members.

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

**2017 Analysis/Review:** The APR describes the curricular assessment and development process. Curricular assessment is led by the Program Head and Department Chair, and includes input from the college and department administration, as well as program faculty, students, and alumni. Curricular assessment also takes into consideration student comments through course feedback forms. Faculty are encouraged to take advantage of the University

## **PART ONE (I): SECTION 2 – RESOURCES**

### **I.2.1 Human Resources and Human Resource Development:**

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

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of the Architect Experience Program (AXP), has regular communication with students, is fulfilling the requirements as outlined in the ALA position description, and regularly attends ALA training and development programs.
- The program must demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- The program must describe the support services available to students in the program, including, but not limited to, academic and personal advising, career guidance, and internship or job placement.

#### **[X] Demonstrated**

**2017 Team Assessment:** The APR lists all program faculty and describes the balance between teaching and administrative responsibilities for full-time and part-time faculty. There is evidence of opportunities for faculty development in the school and the college, and for faculty and staff development through the university. The school's Criteria and Procedures for Appointment, Promotion, and Tenure were provided in the team room.

The school is consistently working to update and improve its Criteria and Procedures for Appointment, Promotion and Tenure. The team views this as an example of the school's continued effort to improve the diversity of its faculty and staff.

Curricular and career advising for students is well described in the APR. Career advising information is available on the KSA website, where links to resources are provided. The KSA Student Code of Conduct and Studio Culture Policy were provided in the team room. They are also available online and are part of every course syllabus.

**I.2.2 Physical Resources:** The program must describe the physical resources available and how they support the pedagogical approach and student achievement.

Physical resources include, but are not limited, to the following:

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

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

**[X] Described**

**2017 Team Assessment:** The description of school facilities in the APR and observations made by the team on site indicated that the architecture program is well supported by the physical resources of the KSA and the additional resources across the university that are available to the program.

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

**[X] Demonstrated**

**2017 Team Assessment:** The program has demonstrated that it has appropriate financial resources through detailed descriptions in the APR. The team also discussed the budgeting process during meetings with the Associate Dean of the College of Engineering, who confirmed the budgeting process across the three levels of the institution and described the levels of decision-making autonomy of the individual stakeholders.

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

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

**[X] Demonstrated**

**2017 Team Assessment:** According to the APR, the Architecture Library is located within Knowlton Hall. Having the library as an integral part of the building has meant ready access to printed and electronic resources. There are approximately 22,600 volumes (with NA classification designated as "Architecture") in the KSA collection. This collection is supplemented by material from other related design fields, which brings the total collection to approximately 55,800 volumes. In addition, students have access to 163 electronic journals in architecture and an audio visual collection of approximately 170 resources. The program holds annual orientations for students with the librarian and library staff. The visual-resource manager is available in his office on the fourth floor of Knowlton Hall.

**I.2.5 Administrative Structure and Governance:**

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

**[X] Described**

**2017 Team Assessment:** The administrative structures of the program, school, college, and university are described in the APR and on web links, where key personnel in the context of these structures are also identified. The roles of the faculty, staff, and students in the governance structures are also described in the APR and on the web links. The APR provides a chart outlining the relationships between the various administrative structures. The chart also names the college and school committees and their members.

## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in the student creation of arguments and the development of written statements, and in an exit presentation prepared for ARCH 8220 Exit Review Seminar.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in student work prepared for ARCH 7220 Architecture Theory II.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in the group research and analysis for ARCH 7420 Advanced Architectural Design II, ARCH 8410 Advanced Architectural Design III, and ARCH 8420 Advanced Architectural Design IV.

**A.4 Architectural Design Skills:** *Ability* to effectively use basic formal, organizational, and

environmental principles and the capacity of each to inform two- and three-dimensional design.

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the ability level with respect to effectively using formal, organizational, and environmental principles was found in the process starting with analysis and continuing through the final design in ARCH 7420 Advanced Architectural Design II, ARCH 8410 Advanced Architectural Design III, and ARCH 8420 Advanced Architectural Design IV.

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

**[X] Met**

**2017 Team Assessment:** This criterion is **Met with Distinction**. Evidence of this was found in student projects prepared for ARCH 8410 Advanced Architectural Design III and ARCH 7410 Advanced Architectural Design I.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in student work prepared for ARCH 7210 Architecture Theory I.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the understanding level with respect to the parallel and divergent histories of architecture, cultural norms, and other factors was found in the final student statements prepared for ARCH 8220 Exit Review Seminar.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the understanding level was found in research papers prepared for ARCH 5120 History of Architecture II.

**Realm A. General Team Commentary:** The KSA's M. Arch curriculum shows evidence of strong critical thinking and representation skills. This is evidenced primarily in the design studio courses and in ARCH 8220 Exit Review Seminar, which is the culminating course. In these courses, student learning in all curricular areas is demonstrated as part of the design process in visual and written form.

**Realm B: Building Practices, Technical Skills and Knowledge:** Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on

the environment must be well considered.

Student learning aspirations for this realm include:

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

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

[X] Met

**2017 Team Assessment:** This criterion is Met with Distinction. Evidence of this was found in site programs prepared for ARCH 7310 Practice of Design Professions.

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

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in student research, design development, and lab exercises prepared for ARCH 5810 Systems I and ARCH 7410 Advanced Architectural Design I.

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

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in student work prepared for ARCH 7410 Advanced Architectural Design I and ARCH 7310 Practice of Design Professions. This work included exams and projects covering design sites, facilities, and systems that were consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

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

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in student work prepared for ARCH 6810 Systems II, ARCH 7310 Practice of Design Professions, and ARCH 7410 Advanced Architectural Design I. The work identified the assembly of materials, systems, and components appropriate for a building design.



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

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in student exams, calculations, diagrams, and projects prepared for ARCH 7410 Advanced Architectural Design I and ARCH 6710 Structures II.

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

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in student exams, exercises, diagrams, and projects prepared for ARCH 7410 Advanced Architectural Design I and ARCH 6810 Systems II.

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

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the understanding level was found in exams in ARCH 6810 Systems II and in projects prepared for ARCH 5520 Building Construction II.

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

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the understanding level was found in projects and exams in ARCH 5520 Building Construction II and ARCH 7410 Advanced Architectural Design I.

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

[X] Met

**2017 Team Assessment:** Evidence of student achievement at the understanding level was found in exams and projects in ARCH 6810 Systems II and ARCH 7410 Advanced Architectural Design I.

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



scheduling, operational costs, and life-cycle costs.

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the understanding level was found in the lectures, exams, and competition work in ARCH 7310 Practice of Design Professions and ARCH 7410 Advanced Architectural Design I.

**Realm B. General Team Commentary:** The evidence that was provided for this realm clearly reflects the program's stated goal of seeing design as an investigation into three ecologies (theory, technology, and studio). The expertise learned by the students through coursework lectures was assimilated into the studio projects.

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

Student learning aspirations in this realm include:

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

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the understanding level was found in the studio work in the following courses: ARCH 7410 Advanced Architectural Design I, ARCH 7420 Advanced Architectural Design II, ARCH 8410 Advanced Architectural Design III, and ARCH 8420 Advanced Architectural Design IV. Evidence was also found in comparative references in ARCH 8220 Exit Review Seminar.

**C.2 Evaluation and Decision Making:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the ability level was found in student work prepared for ARCH 7410 Advanced Architectural Design I.

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

**[X] Met**

**2017 Team Assessment:** This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for ARCH 7410 Advanced Architectural Design I.

**Realm C. General Team Commentary:** Student work in ARCH 7410 Advanced Architectural Design I demonstrates competence in dealing with the context of how an architectural decision is made as a part of a larger and more complex system. Academic activities, such as the ULI-sponsored competition in which students participate, provide students with further opportunities to enhance their ability to integrate their design with broader disciplines.

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

Student learning aspirations for this realm include:

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

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the understanding level was found in student work prepared for ARCH 7310 Practice of Design Professions, which demonstrated students' understanding of complex issues related to the stakeholders in an architecture project.

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

**[X] Not Met**

**2017 Team Assessment:** Evidence of student achievement at the understanding level was not found with regard to the methods for selecting consultants and assembling teams, or the identification of work plans, project schedules, and time requirements in ARCH 7310 Practice of Design Professions. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material.

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

**[X] Not Met**

**2017 Team Assessment:** Evidence of student achievement at the understanding level was not found for this criterion. The team requested additional evidence, which was provided by the school. The team was still unable to locate the appropriate material.

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

architecture and professional service contracts.

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the understanding level was found in student work prepared for ARCH 7310 Practice of Design Professions.

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

**[X] Met**

**2017 Team Assessment:** Evidence of student achievement at the understanding level was found in student work prepared for ARCH 7310 Practice of Design Professions.

**Realm D. General Team Commentary:** The program's integration of coursework with practice and its engagement with community-based programming, such as the ULI-sponsored competition in which students participate, provide students with opportunities to work with more stakeholders and strengthen students' understanding of the various elements of Realm D.

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## PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

### II.2.1 Institutional Accreditation:

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

1. The institution offering the accredited degree program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the Higher Learning Commission (formerly the North Central Association of Colleges and Schools); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

#### [X] Met

**2017 Team Assessment:** The Ohio State University is accredited by the Higher Learning Commission. Its accreditation was last continued on September 10, 2007. A copy of the notification letter is included in the APR (p. 82). During the team's meeting with the Vice Provost, the team members were told that the Higher Learning Commission's accreditation team had just concluded its site visit at the university for continuing accreditation. The results of the visit were expected in the near future.

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

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

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

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

#### [X] Met

**2017 Team Assessment:** In the APR, the program describes the distribution of the minimum credit hours. This distribution is consistent with NAAB requirements.

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

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

- Programs must document their processes for evaluating a student’s prior academic coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate degree or associate degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate prior to accepting the offer of admission. See also, Condition II.4.6.

### [X] Met

**2017 Team Assessment:** In the APR, the program documents the processes that it uses for these evaluations. It articulates the different ways that students from different backgrounds are evaluated for admission and placed in the program. All students are brought into the 3-year program, and, then, advanced placement is determined. The ultimate decision for advanced placement is made by the faculty member who teaches the course involved. The student files in the team room demonstrated that the processes identified in the APR are followed.

## PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

### II.4.1 Statement on NAAB-Accredited Degrees:

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

### [X] Met

**2017 Team Assessment:** The statement is provided on the “Master of Architecture” page of the program’s website under the “Accreditation” tab: <http://knowlton.osu.edu/academic-programs-architecture-master/accreditation>

### II.4.2 Access to NAAB Conditions and Procedures:

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

*The 2014 NAAB Conditions for Accreditation*

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

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

### [X] Met

**2017 Team Assessment:** The documents can be accessed through a link to the NAAB website. This link is found on the “Master of Architecture” page of the program’s website under the “Accreditation” tab.

Direct links to the documents can also be found on this website: <http://knowlton.osu.edu/academic-programs-architecture-master/accreditation>

#### **II.4.3 Access to Career Development Information:**

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

##### **[X] Met**

**2017 Team Assessment:** Career development and placement information is provided through a variety of links on the “Master of Architecture” page under the “Accreditation” tab. Links are provided to services offered by Ohio State University and those offered by organizations outside the university: <http://knowlton.osu.edu/academic-programs-architecture-master/accreditation>

#### **II.4.4 Public Access to APRs and VTRs:**

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

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

##### **[X] Met**

**2017 Team Assessment:** Hard copies of these documents are available in the Architecture Library and can also be accessed electronically at: <http://knowlton.osu.edu/sites/default/files/pdf/APR%20with%20Section%204.pdf>  
<http://knowlton.osu.edu/sites/default/files/pdf/2011%20Visiting%20Team%20Report.pdf>

#### **II.4.5 ARE Pass Rates:**

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

##### **[X] Met**

**2017 Team Assessment:** A link to the NCARB webpage, which provides ARE pass rates, can be found on the “Master of Architecture” page of the program’s website under the “Accreditation” tab: <http://knowlton.osu.edu/academic-programs-architecture-master/accreditation>

This link takes a user to the “Master List,” where the user has to select a state and institution from pull-down menus.

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<sup>1</sup> This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

#### II.4.6 Admissions and Advising:

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

This documentation must include the following:

- Application forms and instructions.
- Admissions requirements, admissions decision procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing.
- Forms and process for the evaluation of preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

**[X] Met**

**2017 Team Assessment:** [Admissions information, instructions, and online application forms are available on the school's webpage and on the university's webpage, which cross-links to school-specific pages.](#)

#### II.4.7 Student Financial Information:

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

**[X] Met**

**2017 Team Assessment:** [Student financial information is available on the school's webpage and on the university's webpage, which cross-links to school-specific pages.](#)



### **PART THREE (III): ANNUAL AND INTERIM REPORTS**

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

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

**[X] Met**

**2017 Team Assessment:** [The program's certification statement is provided in the APR \(p. 86\).](#)

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

**[X] Met**

**2017 Team Assessment:** [With the recent changes in NAAB reporting requirements, particularly with regard to the timing of reports, the KSA has not yet been required to submit the former Annual Reports, now Part B and on a 3-year cycle.](#)

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#### IV. Appendices:

##### Appendix 1. Conditions Met with Distinction

**A.5 Ordering Systems:** The strength of student performance and the fact that it was so consistent throughout the entire program—as a foundational element—led the team to find this criterion to be Met with Distinction.

**B.1 Pre-Design:** The strength and depth of review, particularly with respect to programming factors, led the team to find this criterion to be Met with Distinction.

**C.3 Integrative Design:** Student competence in understanding how an architectural decision is made as a part of a larger and more complex system led the team to find this criterion to be Met with Distinction.

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### Appendix 3. The Visiting Team

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**V. Report Signatures**

**Respectfully Submitted,**

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Team Chair**

**Representing the AIA**

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**Kate Wingert-Playdon  
Team Member**

**Representing the ACSA**

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**Michael Chang  
Team Member**

**Representing the AIAS**

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**Tian Feng, FAIA, FCSI  
Team Member**

**Representing the NCARB**

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**David Biagi**

**Non-voting Member**