#### **SECTION 1: GOVERNING ORGANIZATION INFORMATION**

This section is READ ONLYIf all of the information is correct, please scroll down and click on Mark

Section Complete If any changes need to be made, please go to the menu on the left and select

Institution Details > Institution Profile and update your information there. You can then come back to this section and select Mark Section Complete

## 1. Name of the governing institution:

Southern Illinois University

#### 2. Institution s physical address:

2. Institution s physica	i address.
Street Address (Line 1)	410 Quigley Hall MC 433
Street Address (Line 2)	875 S. Normal Avenue
City	Carbondale
State	IL
Postal Code	62901-4303
Country	UNITED STATES

# 3. Institution s mailing address if different from its physical address:

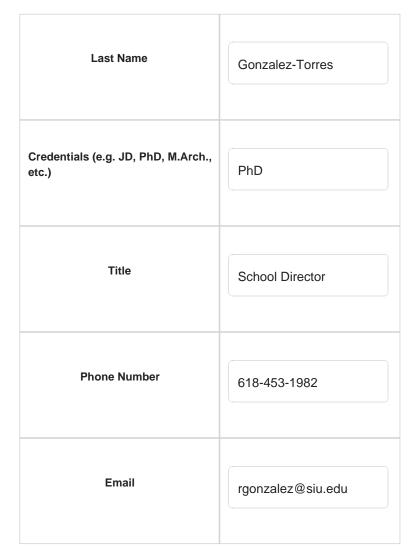
Street Address (Line 1)	Quigley Hall, Mail Code 4	
Street Address (Line 2)	875 S. Normal Avenue	
City	Carbondale	
State	Illinois	
Postal Code	62901	
Country	United States	

## 4. Institutional website:

https://academics.siu.edu

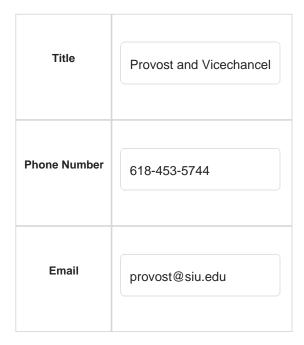
## 5. Chief executive officer:





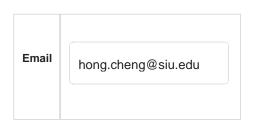
## 6. Provost/chief academic officer:

First Name	Sheryl
Last Name	Tucker
Credentials (e.g. JD, PhD, M.Arch., etc.)	PhD



# 7. Other institution administrator (optional):

	(-
First Name	Hong
Last Name	Cheng
Credentials	PhD
Title	Dean College of Arts and
Phone	618-453-7708



## 8. Type of institution:



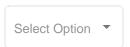
## 9. Is the institution a minority-serving institution (MSI) (check all that apply)?:

MSIs are institutions of higher education that serve minority populations and have been recognized as such by the US Department of Education.

	Alaska Native-serving Institution
	Asian American and Native American Pacific Islander-serving Institution
	HBCU
	Hispanic-serving Institution
	Native American-serving Nontribal Institution
	Native Hawaiian-serving Institution
	Predominantly Black Institution
	Tribal College or University
10.	Degrees the institution is approved to award (check all that apply):
	Master
	Doctorate
$[\checkmark]$	Baccalaureate

Select from the following list the organization that accredits the institution.

## 11. Institutional accrediting organization:

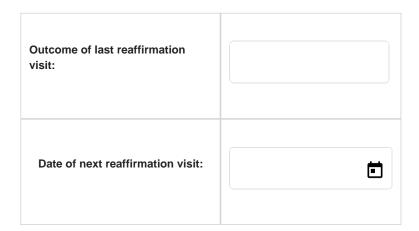


Other

## 12. Institutional accreditation information:

Complete this question using the results of the most recent reaffirmation from the institution's regional/institutional accreditor.





#### **SECTION 2: PROGRAM INFORMATION**

To complete this section, please review the data below and update the information as needed.

1. Program described in this report:

M.Arch.

## 2. CIP code:

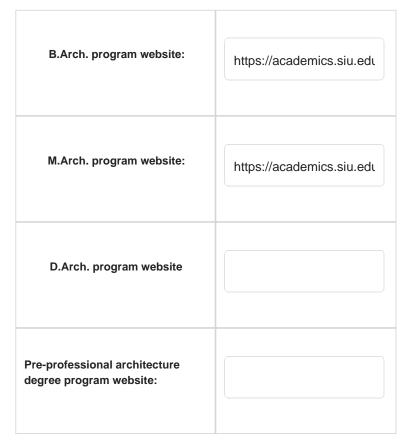
Please enter the CIP code of your architecture program. The format of the code is xx.xxxx. CIP codes for architecture are available here.

04.0201

3. Name of academic unit:

School of Architecture

- 4. Please verify which of the following degree programs your institution currently offers (check all that apply):
- Bachelor of Architecture (B.Arch.)
- Master of Architecture (M.Arch.)
- Doctor of Architecture (D.Arch.)
- Pre-professional architecture degree (B.A., B.S.)
- 5. Please provide the website addresses for each program selected above:



6. Are you planning to develop another professional architecture degree in the near future?:

No 🔻

7. Physical address of the program:

Physical address (Line 1):	Quigley Hall, mail code 4
Physical address (Line 2):	875 S. Normal Avenue
City:	Carbondale



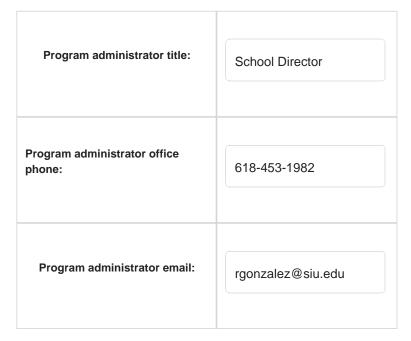
## 8. Is this degree program offered at an additional location?:

Additional locations include branch campuses, additional sites as part of a single accredited program, teaching site and study abroad as part of a single accredited program, and online learning as part of a single accredited program. These location categories are defined in the 2020 Procedures. Programs initiating or altering additional sites, teaching sites, or online learning must provide this information in the program Annual Report when the changes are made or considered.



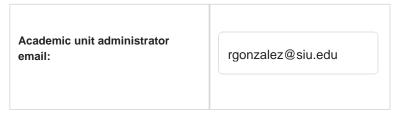
## 9. Program administrator:

Program administrator first name	ROLANDO
Program administrator last name	GONZALEZ-TORRES
Program administrator post nominal credentials (e.g. FAIA):	AIA



## 10. Academic unit administrator:

Academic unit administrator fist name	ROLANDO
Academic unit administrator last name	GONZALEZ-TORRES
Academic unit administrator post- nominal credentials (e.g. FAIA):	AIA
Academic unit administrator title:	School Director
Academic unit administrator office phone:	618-453-1982



#### 11. Contact person completing the report if not the program administrator:

Contact person full name and credentials (e.g. John Smith, FAIA):	ROLANDO GONZALEZ-
Contact person office phone:	618-453-1982
Contact person email:	rgonzalez@siu.edu

#### **SECTION 3: ACADEMIC INFORMATION**

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

#### 1. Academic calendar:

Select the type of academic term used by the institution (check only one).



#### **PLEASE READ**

The following question replaces an earlier form of the question. This was done in response to feedback from programs wanting to enter information on program length and credit hours by track. If you have

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NA A52

already completed those questions and need to recover the information, please contact us at accreditation@naab.org.

## 2. Program length and required credit hour distribution

Add Program Track

## 3. Articulation agreements:

List the number of articulation agreements the program has in place with any of the following institutions.

Community colleges:	5
Colleges or universities granting B.A. or B.S. pre-professional degrees:	
Colleges or universities granting B.Arch. degrees:	
Other:	

## 4. Education level prior to entering program:

What percentage of all new students enrolled in the program as of Sept. 1 were admitted with the following academic background? Record highest level achieved only.

High school diploma or equivalent:	
Associate's degree:	

re-professional bachelor's egree in architecture:	12	
achelor's degree in a field other nan architecture:		
achelor of Architecture (B.Arch.) for M.Arch. or D.Arch. rograms:	42	
laster's degree in a field other nan architecture for M.Arch. or .Arch. programs:		
Other:		
ION 4: INSTRUCTIONAL FACULTY		

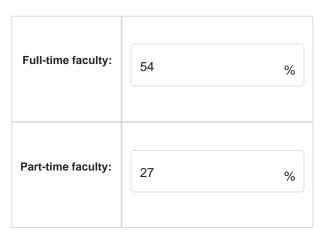
To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at <a href="https://surveys.nces.ed.gov/ipeds/public/glossary">https://surveys.nces.ed.gov/ipeds/public/glossary</a>. Undergraduate programs should refer to their

institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

1. Number of full-time instructional faculty that teach in the professional degree program as of the most recent complete academic year:

8

2. Percent of instructional faculty shared between the B.Arch. and M.Arch. programs:



3. How many full-time instructional faculty have earned the credential listed below as their highest degree?

Doctor of Architecture (D.Arch.)	
Master of Architecture (M.Arch.)	2
Bachelor of Architecture (B.Arch.)	
Ph.D./Doctorate in architecture	5
M.S. or M.A. in architecture	
B.S./B.A. in a pre-professional degree in architecture	

uthern Illinois University nual Report (Master of Architecture) nted Date: 2023-12-11	

Doctoral degree in another field	1	
Master's degree in another field		
Baccalaureate degree in another field		
Other degree type		
4. Number of part-time/adjunct ir of the most recent complete acade		in the professional degree program as
4		
5. How many part-time/adjunct fadegree?:	aculty have earned the creden	tial listed below as their highest
Doctor of Architecture (D.Arch.)		
Master of Architecture (M.Arch.)	4	
Bachelor of Architecture (B.Arch.)		

Ph.D./Doctorate in architecture		
M.S./M.A. in architecture		
B.S./B.A. in a pre-professional degree in architecture		
Doctoral degree in another field		
Master's degree in another field	1	
Baccalaureate degree in another field		
Other degree		
6. Faculty to student ratio in pro	fessional studies courses:	
	re of a professional degree prog	equired of all students in the NAAB- ram that leads to licensure. Knowledge dent Criteria.

1/21

Average faculty to student ratio across all professional study courses.

## 7. Faculty to student ratio in the professional design studio courses:

1/10
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#### **SECTION 5: STUDENT AND FACULTY DEMOGRAPHICS**

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

For the faculty and student demographics counts, please leave the cell blank if you did not collect the information. If you collected the information and the response was zero, please enter 0. The totals will be the same whether you enter a zero or leave the cell blank. For this section, the system will not allow you to enter NA.

#### A. Students

Enter the total number of individuals in each category. Individuals should only be counted once.

	Full time			
	Male	Female	Non-binary	
American Indian or Alaska Native				
Asian				

Black or African American			
Hispanic or Latino			
Native Hawaiian or Other Pacific Islander			
White			
Two or More Races			
Nonresident Alien			
Race/Ethnicity Unknown			
Total Students	0	0	0

## B. Faculty

Enter the total number of individuals in each category. Individuals should only be counted once.

		Full time	
	Male	Female	Non-binary
nerican dian or aska tive	0	0	0
sian	0	0	0
ack or ican nerican	1	0	0
oanic atino	1	0	0
ve vaiian other ific nder	0	0	0
hite	6	0	0
o or e es	0	0	0

Nonresident Alien	0	0	0
Race/Ethnicity Unknown	0	0	0
Total Faculty	8	0	0

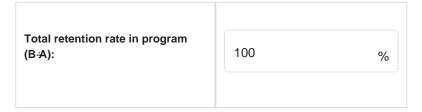
## **SECTION 6: STUDENT/GRADUATE ACHIEVEMENT**

To complete this section, please review the data below and update the information as needed. Definitions of data terms in NAAB s Annual Report are based primarily on definitions found in the glossary of the IPEDS most recent data collection system, available online at

https://surveys.nces.ed.gov/ipeds/public/glossary. Undergraduate programs should refer to their institution s IPEDS submission for the prior academic year (September 1 -- August 31) in preparing this report.

#### 1. Retention rate:

Total number of students enrolled in the program during the prior academic year MINUS students who graduated at the end of the year (A). For example, 100 students in the program, 20 graduated, enter 80.	8
Total number of prior year students, excluding students who graduated, who returned in the current academic year (B):	8



## 2. Graduation rates:

Entering Student Cohort	Number of students in original cohort who enrolled in the first term of the program (A)	Number of students in original cohort who graduated within 100% of advertised program length (B)	Number of students in original cohort who graduated within 150% of advertised program length. (C)
2014- 2015	54	33	44
2015- 2016	51	29	38
2016- 2017	52	36	46
2017- 2018	35	14	22
2018- 2019	39	18	29
2019- 2020	43	22	31

2020- 2021	53	30	42	7
2021- 2022	49	26	33	6

## 3. Job placement rates:

Cohort	Number of program graduates (A)	The number of program graduates from this graduation year for whom employment information is known. (B)	Number of graduates seeking employment who were employed in a field for which the architecture program prepared them (full-time or part-time) within one year of graduation (C)
2019- 2020	31	8	7
2020- 2021	42	11	9
2021- 2022	33	6	3

# 4. Source of job placement information:

|--|

## SECTION 7: MAINTENANCE OF ACCREDITATION CRITERIA

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Programs are required to maintain ongoing compliance with the NAAB 2020 Conditions for Accreditation.

Programs need to report on any changes in the following areas that impact the program s ability to demonstrate on-going compliance. For each of the following resource areas, the program needs to

demonstrate on-going compliance. For each of the following resource areas, the program needs to indicate any significant and material changes that would impact its on-going compliance with the 2020 NAAB Conditions. Programs should note if they are addressing non-compliance in any of the following areas in a Plan to Correct but do not need to repeat documentation of progress that will be detailed in the Plan to Correct.

#### A: Program and Student Outcomes

Select the option that best describes whether or not the program has significant and material changes to program and student learning outcomes and/or to its ability to achieve its stated outcomes.

- The program HAS significant and material changes to program and student learning outcomes and/or to its ability to achieve its stated outcomes.
- The program has NO significant and material changes in this area.

Please note any **significant and material** changes to program and student learning outcomes (established as part of Condition 3: Program and Student Criteria). If no such changes occurred, please mark "no changes."

#### **B: Curriculum Development and Faculty Resources**

Select the option that best describes whether or not the program has significant or material changes to its process for assessing its curriculum and making adjustments based on the outcome of the assessment.

- O The program has significant or material changes to the program's process for assessing its curriculum and making adjustments based on the outcome of the assessment.
- The program has NO significant or material changes in this area.

Please note any **significant and material** changes to the program s process for assessing its curriculum and making adjustments based on the outcome of the assessment. If no such changes occurred, please mark no changes.

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

## C: Architect Licensing Advisor



Date of last NCARB licensing advisor summit each advisor(s) attended:

Aug 1-3 2019

If a program uses more than one architect licensing advisor, include each advisor.

#### **D: Student Support Services**

Select the option that best describes whether or not the program has significant or material changes to support services available to students in the program.

- The program has significant or material changes to support services available to students in the program.
- The program has NO significant or material changes to support services available to students in the program.

Please note any **significant and material** changes to support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement. If no such changes occurred, please mark no changes.

#### **E: Physical Resources**

Select the option that best describes whether or not the program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.

- The program has significant and material changes to the program's physical resources and its ability to safely and equitably support the program's pedagogical approach and student and faculty achievement.
- The program has NO significant or material changes in this area.

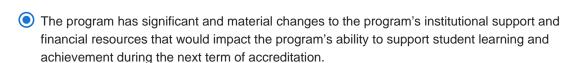
Please note any **significant and material** changes to the program s physical resources and its ability to safely and equitably support the program s pedagogical approach and student and faculty achievement. If no such changes occurred, please mark no changes. These changes include any of the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, 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.
- Resources to support all learning formats and pedagogies in use by the program.

#### F: Financial Resources

Select the choice that best describes whether or not the program has significant and material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.

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The program has NO significant and material changes in this area.

Please note any **significant and material** changes to the program s institutional support and financial resources that would impact the program s ability to support student learning and achievement during the next term of accreditation. If no such changes occurred, please mark no changes.

F1. Describe any significant or material changes to the program's institutional support and financial resources that would impact the program's ability to support student learning and achievement during the next term of accreditation.

There has been a change in the university's policy regarding the distribution of income for distance education, which has been in place for more than 10 years. Our online master's program received a considerable amount of resources that were managed directly by the school of architecture. This has now been completely canceled and those resources are no longer available.

#### **G: Information Resources**

Select the choice that best describes whether or not the program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources.

- The program has significant and material changes to its ability to ensure that all students, faculty, and staff have convenient and equitable access to information resources.
- The program has NO significant and material changes in this area.

Please note any **significant and material** changes to the program s ability to ensure that all students, faculty, and staff have convenient and equitable access to the following. If no such changes occurred, please mark no changes.

- Architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.
- Architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

#### H: Public Information

Statement on NAAB-accredited degrees -- All institutions offering a NAAB-accredited degree Link: program or any candidacy program must include the exact language found in the NAAB https://gradcatalog.siu.ed conditions for accreditation, 2020 edition, appendix 2, in catalogs and promotional media, including the program s website. Conditions for Accreditation, 2020 edition: https://academics.siu.edu Conditions for Accreditation in effect at the time of the last visit (2014 or 2020, depending on the date of the last visit): **NAAB-accredited programs are** https://academics.siu.edu required to ensure that the following information is posted online and is easily available to the public. Provide a link to the Procedures for Accreditation, webpage where each item is 2020 edition: posted. https://academics.siu.edu Procedures for accreditation in effect at the time of the last visit (2015 or 2020, depending on the date of the last visit): https://academics.siu.edu Access to career development information -- The program must Link: demonstrate that students and graduates have access to career development and placement https://careerdevelopmen services that help them develop, evaluate, and implement career, education, and employment plans.

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> All interim progress reports and narratives of program Annual Reports submitted since the last team visit: https://academics.siu.edu All NAAB responses to any Plan to **Correct and any NAAB responses** to the program Annual Reports since the last team visit: https://academics.siu.edu The most recent decision letter from NAAB: https://academics.siu.edu The Architecture Program Report (APR) submitted for the most recent visit: https://academics.siu.edu The final edition of the most Public access to accreditation recent Visiting Team Report, reports and related documents -including attachments and To promote transparency in the addenda: process of accreditation in architecture education, the program must make the following documents available to all https://academics.siu.edu students, faculty, and the public, via the program s website: The program s optional response to the Visiting Team Report: Plan to Correct (if applicable): NCARB pass rates:

WAYB

Application forms and instructions:

https://academics.siu.edu

Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing:

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

https://academics.siu.edu

Forms and a description of the process for evaluating the content of a non-accredited degrees:

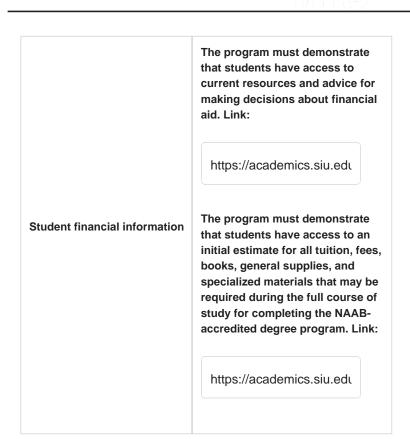
https://academics.siu.edu

Requirements and forms for applying for financial aid and scholarships:

https://gradschool.siu.edu

Explanation of how student diversity goals affect admission procedures:

https://arch.siu.edu/comn



NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public. Provide a link to the webpage where each item is posted.

#### **SECTION 8: SUBSTANTIVE CHANGES**

#### 1. Substantive Change

Indicate below whether the program has had a substantive change in any of the following areas during the past year. If so, provide the status of each change approval request: If the program has not had a substantive change in any of these areas, check "Does not apply -- no change." As a reminder, Substantive changes must be reviewed by NAAB **before implementation** by the program or institution. Substantive changes requiring review and the process for applying for approval of those changes is described in the 2020 Procedures.

Туре	Status	Date of Submission	Date of NAAB Decision	Date of Implementation

Changes to the curriculum of an existing program or track for completing the program that affects the admissions requirements of the program (e.g., shifting from a single-institution M. Arch. to an M. Arch. that requires an undergraduate degree for admission).	Does not apply no change ▼	
Changes to the curriculum that effectively split an accredited single-institution program into a multidegree sequence that concludes with an accredited		
graduate degree and that may	Does not apply no change	
require an undergraduate degree for admission (e.g., changing from a B. Arch. to an M. Arch. that requires an undergraduate degree for admission).		

A program change that requires a significant change in pedagogy or the approach to delivering the	Does not apply no change ▼	
professional degree (e.g., moving from traditional, on-campus learning to fully online learning).		
Programs seeking to convert an existing B. Arch. program to a single-	Does not apply no change ▼	
institution M. Arch. program through modest adjustments.	Door not apply the change	
Programs seeking to convert an existing five- year, single- institution M. Arch		
program to a B. Arch. program through modest adjustments in the curriculum.	Does not apply no change	

Programs seeking to convert an existing M. Arch. program that requires an undergraduate degree (either in architecture or another	Does not apply no change	
discipline) for admission to a D. Arch.		
The addition		
of new tracks to existing accredited programs.	Does not apply no change	
Consolidating		
or merging an		
institution offering an accredited degree with	Does not apply no change	
another institution.		
Physical relocation of a program in a single institution, with multiple, additional teaching sites or remote sites (e.g., an		
institution consolidating	Does not apply no change	
the professional program at an additional teaching site or from multiple sites to a single location).		

Phasing out an existing NAAB- accredited program.	Does not apply no change	•	
Changes in the accreditation status of the institution.	Does not apply no change	•	