

National Architectural Accrediting Board, Inc.

August 5, 2013

Rita Cheng, Chancellor
Southern Illinois University
1400 Douglas Drive
Mail Code: 6801
Carbondale, IL 62901-6899

Dear Chancellor Cheng:

At the July 2013 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the Southern Illinois University at Carbondale, Graduate Program in Architecture.

As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of accreditation.

This new, maximum term of accreditation was approved by the NAAB in March 2013 and put into effect for all decisions made after July 1, 2013.

The accreditation term is effective January 1, 2013. The program is scheduled for its next accreditation visit in 2021.

Continuing accreditation is subject to two reporting requirements.

First, all program must submit Annual Statistical Reports (see Section 10, of the *NAAB Procedures for Accreditation, 2012 Edition, Amended*). This report captures statistical information on the institution and the program.

Second, any program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11, of *The 2012 NAAB Procedures*. The next statistical report is due November 30, 2013; the first interim progress report is due November 2015. Please see (Sections 10 and 11 of the *NAAB Procedures for Accreditation, 2012 Edition, Amended*).

Finally, under the terms of the *2012 Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

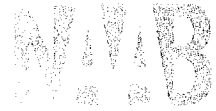
Very truly yours,



Theodore C. Landsmark, M. Env.D., J.D., DFA (Hon.), Ph.D.
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**Southern Illinois University at Carbondale
School of Architecture**

Visiting Team Report

M. Arch.

Track I (preprofessional degree + 42 graduate credit hours)

Track II (accredited interior design degree + 70 graduate credit hours)

Track III (non-preprofessional degree + 109 graduate credit hours)

The National Architectural Accrediting Board
27 February 2013

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The accreditation team wishes to thank the SIU Carbondale School of Architecture for its hospitality and assistance during our visit. Administration and faculty were extremely helpful in providing additional information as we proceeded through the visit, and students were receptive and available to provide valuable feedback on the program. The team room was well-organized, and student work was comprehensive.

Students at the School of Architecture have great pride in the program and in the value of the educational path they are pursuing. They enjoy a collegiality with each other and with the faculty and administration. They value the particular cultural and environmental richness of Carbondale and Southern Illinois, from which many students and faculty have come, and while some will seek careers beyond this area, many will dedicate themselves to building opportunities and giving back to the region. They appreciate the opportunities provided by faculty and administration to spend time in community assistance projects unique to an area where floods and tornados are all-too-common occurrences.

The faculty members care deeply about the program and have an outstanding regard for student achievement. Faculty members appear to be knowledgeable about each other's academic focus and activities and are supportive of the program as a whole. The curriculum emphasis on professional practice, ethics, and social responsibility sets a framework for the faculty to work with students to prepare them for promising careers in the profession.

The school administration, including the director and program heads—with the support of a small but highly dedicated staff—is actively committed to the program's success. This is evident not only in the thoughtful and deliberate response to the financial challenges affecting the school and university but also in shaping the program to look toward the future.

In addition to the graduate and undergraduate programs in architecture, the SIU Carbondale School of Architecture includes programs in interior design and fashion design and merchandising. Unlike some institutions, where such programs might share a building but have little else in common, students and faculty in these programs share in the life of the school together. This includes a shared first- and second-year undergraduate studio that exposes all students to common principles of design. Students and faculty from both interior design and fashion design and merchandising participated in the activities of the NAAB visit, including the faculty and student meetings.

The SIU Carbondale School of Architecture has created programs with a tradition of developing technical excellence in student work, and the team saw many examples of this in both graduate and undergraduate work. This is now complemented with growing strength in design, a development in which the program may be justifiably proud.

2. Conditions Not Met

1.1.4 Long-Range Planning

1.2.3 Physical Resources

II.3 Evaluation of Preparatory/Pre-Professional Education

B.8 Environmental Systems

3. Causes of Concern

This should be an enumerated list (e.g., A., B., C., etc.). *Each must have a title and a brief narrative describing the cause of concern.*

- a. **Student access to media and shops:** Printing resources and digital fabrication resources are available for student use only when these resources can be staffed by student workers. Although a significant percentage of graduate students have graduate assistant positions, this does not appear adequate to provide sufficient time and access for students to use these resources, which are not only in high demand throughout the year but can be stressed at the conclusion of studios. Hours available for student access do not correspond with student needs.
- b. **Student interest in study abroad:** There are currently no formal programs other than an exchange program with a university in Perth, Australia. Students express a strong need and desire for international travel and study but are forced to research and create opportunities on their own for international travel if they wish to pursue study abroad. The absence of a structured travel option or studio within the program highlights the need for more such opportunities.
- c. **Contraction of resources available to support faculty professional development and scholarship:** Contraction in university funding has limited faculty access to professional development resources. If left unaddressed, this condition may begin to compromise the faculty's ability to support student achievement and the program's ability to retain faculty. Although the team found the program's financial resources are currently adequate and well-managed, this concern represents one example that should be carefully monitored in the face of anticipated university-wide budget cuts.
- d. **Lack of a vehicle for student participation in governance:** Although students find the faculty accessible and open to discussion, there do not appear (aside from participation in university student government) to be opportunities or structure for students to participate in governance of the program. Students are appointed to standing committees that directly administer student learning experience and activities as well as facilities planning and technology.

4. Progress Since the Previous Site Visit (2010)

2009 Condition 3, Public Information: *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation*

Previous Team Report (2010): The university has included the language found in the *NAAB Conditions for Accreditation*, Appendix A, in the architecture section of the university catalog; however, the language does not appear anywhere on the school's web site where the program is described and where information for prospective students is posted.

2013 Visiting Team Assessment: This Condition is now **Met**. As noted under Condition II.4.1, the statement on NAAB-accredited degrees is now available on the program's web site.

2004 Condition 8, Physical Resources: *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use*

of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Previous Team Report (2010): The Master of Architecture program is housed primarily in Quigley Hall, built in the 1957, which it shares with the pre-professional architecture program, and other programs within the school as well as programs from other academic units at the university. In addition, the digital fabrication lab and the woodshop used by Master of Architecture students are located in the Blue Barracks, built as a temporary, prefabricated metal building located across the railroad tracks from Quigley Hall.

There is a plan for creating additional space for the school in Quigley Hall following the completion of a building project on campus and the move of other programs in Quigley to the new facility. First-year undergraduate classrooms and labs will be moved from the Blue Barracks to Quigley Hall at that time. The digital fabrication lab and the woodshop would remain in the Blue Barracks.

The digital fabrication lab and woodshop are important facilities in contemporary architectural education settings and are generally well equipped. Further, the passion of the faculty to guide the acquisition and maintenance of necessary equipment has benefited the architecture program.

Overall there seems to be sufficient space for the architecture program. There is wi-fi and adequate IT support. The distance between the Blue Barricks and Quigley Hall is not a great cause for concern. All master's students who entered the program in the summer of 2009 have dedicated work tables in the graduate studio. Currently there is not sufficient space to provide every enrolled graduate who began the program in 2007 and 2008 with a permanent table in the studio, but this does not seem to be a problem. Most of these students are working as interns or engaged in other off-campus activities and choose to continue working on their thesis projects off campus, and coming to campus as needed for meetings with their thesis committees.

Concerns regarding the existing physical facilities include:

1. The graduate student studio, located in Quigley Hall, lacks adequate furnishings for the work and storage of materials needed for a master's level program. Currently only drawing tables and chairs, no drawers, shelves or secure storage are provided.
2. The woodshop, located in the Blue Barracks, lacks adequate ventilation, a dust-collection system, and equipment clearances to provide a safe environment.
3. The digital fabrication lab, located in the Blue Barracks, is small and lacks adequate ventilation.
4. The Blue Barracks lack sanitary facilities, as noted in the 2008 VTR. Facilities are available in the adjacent building, occupied by the industrial arts program.
5. Equipment for both the wood shop and digital fabrication lab has been purchased with start up funds awarded to new faculty. It is unclear how equipment maintenance and replacement will be funded in the future.

2013 Visiting Team Assessment: Although progress has been made, especially in providing furnishings in the graduate studio and development of concrete plans and a schedule for the relocation of facilities from the Blue Barracks to space that will become available in Quigley Hall in the fall of 2013, the conditions noted by the previous team are much the same as in 2010. The team also noted accessibility issues at Quigley Hall. This Condition is therefore still **Not Met**.

2004 Condition 12, Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Previous Team Report (2010): In our review of the professional degree curriculum and procedures for transcript analysis for incoming students, we discovered that the school has admitted students to the master's program who do not have preprofessional architecture degrees.

The SIUC master's program web site offers two additional tracks for prospective students who have undergraduate degrees from other fields. Track II is described as a 27-month, 67-credit curriculum designed for students with degrees in allied fields including SIUC's Bachelor of Science in Interior Design. Track III is described as a 39-month, 102-credit curriculum designed for students who have undergraduate degrees in any field of study. In both cases students are admitted to the university as graduate students but are required to complete a significant portion of SIUC's undergraduate architecture program before they can bring their standing to "full" status.

There are currently 3 students enrolled in Track III and 2 students enrolled in Track II. Faculty members are currently reviewing new applications for these programs. Neither the APR nor the 2008 *Candidacy VTR* mentions Track II or Track III. We are concerned that these expansions of the SIUC Master of Architecture program are inconsistent with the program that was granted candidacy status. This expansion of the master's program is premature and has not carefully considered the particular needs of students who begin their study of architecture at the graduate level.

The curriculum leading to the Master of Architecture degree does not include at least 45 credit hours of general nonarchitecture studies. There are 41 required or elective core credit hours with other than architectural content. Students have the option to apply any or all of the program's 15 elective credits toward nonarchitecture studies, but they may also choose to apply all of their electives toward architecture course work. This means that some, but not all, students are meeting the general studies requirement.

The transcript analysis process for incoming students does not include an evaluation of the NAAB general studies requirement. The program currently has master's students enrolled whose undergraduate preparation has significantly fewer than 45 general education credits and who will graduate with a professional degree without meeting NAAB's general studies requirement.

2013 Visiting Team Assessment: The program has made the adjustments to the curriculum and to the design of the three track sequences necessary to meet the requirements of this Condition, which is now **Met**.

2004 Criterion 13.7, Collaborative Skills: *Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team*

Previous Team Report (2010): Collaboration is occurring within the school at both the graduate and undergraduate levels, particularly with the interior design program. It appears that most students acquire the ability to collaborate with other students as a member of a design team. However not all instructors choose to incorporate collaborative design activity in their versions of the first two graduate studios, so it was not possible to confirm that all students gain this ability.

2013 Visiting Team Assessment: Collaboration and working in teams appears to be incorporated into student work and into the culture of the program. This Condition is therefore now **Met**.

II. Compliance with the Conditions for Accreditation

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

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 is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

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

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

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

2013 Team Assessment:

I.1.2 Learning Culture and Social Equity:

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

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

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

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

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

2013 Team Assessment: *Learning Culture:* The team noted many signs of a positive and respectful learning environment. The comprehensive Studio Culture Policy is on display, in poster format, in studio spaces and public areas in Quigley Hall and the Blue Barracks. Students indicated that they were not only familiar with the policy but had engaged in discussions about studio culture issues. Students expressed appreciation and respect for the faculty, and they recognize how devoted faculty members are to their jobs and how accessible they are. Active student-faculty interaction at the studios observed by the team was both positive and critical.

Students participated in the original drafting of the Studio Culture Policy. This policy is formally reviewed once a year by the faculty and administration, and then the policy, with any revisions, is disseminated to the students. Students do not formally participate in this revision process; this is one aspect of the Cause of Concern (item d. Lack of a vehicle for student participation in governance) noted in this report, and this presents a potential opportunity for strengthening the learning environment further.

The strong emphasis in the program on learning about and preparing for professional practice is a natural extension of the respectful learning environment at the School of Architecture, and this connection will help graduates make the transition to successful architectural careers.

Social Equity: Although Carbondale is relatively isolated from large urban areas (2½ hours from St. Louis and 5½ hours from Chicago by vehicle), faculty and students represent a diversity of backgrounds. There is reasonably strong gender diversity among the faculty. Racial and ethnic diversity is less, and efforts to remedy this are hampered by the small size of the faculty and the budgetary constraints on new faculty searches.

A significant percentage of students and faculty come from Southern Illinois and surrounding areas, yet this in itself has not proven a barrier to diversity. This includes a diversity of economic means: many students are accommodated by spending two years in a (less expensive) community college and then entering SIU Carbondale at an intermediate level in the undergraduate program. The program has actively developed articulation agreements with six community colleges.

The accessibility issues noted in this report under section I.2.3 Physical Resources present a barrier to accommodation of students or faculty with mobility disabilities. Students, however, were unable to identify any issues in the recent past with providing access and accommodation to those facing these challenges.

SIU Carbondale, as a whole, represents a diverse body. Although the diversity statistics for the School of Architecture do not match those of the university, the program makes a deliberate effort to provide an open and comprehensive admissions policy, and the results show in the composition of the student body, which also includes international students. The absence of African-American students in the graduate program is likely to improve in the future, and several students of color in the undergraduate program indicated they were in the process of applying for that program.

The team was provided with the applicable and required policies related to social equity.

I.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

A. Architectural Education and the Academic Community. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of

scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2013 Team Assessment: The architecture program was established in 1954 with a two-year architectural technology degree program. Due to changes in the educational requirements to obtain licensure in the state of Illinois, the program further developed a preprofessional B.S. in Architectural Studies. The Master of Architecture program provides the required academic education for licensure and has been accredited since 2010. The faculty and students are involved in community and university activities such as serving on architecture programs, campus committees, events and service projects.

Not only does a majority of the faculty participate in committees within the program and the college, a significant number are also active in important committee work at the university level. Department faculty members serve as advisors to five campus Registered Student Organizations (RSOs). Faculty and student involvement in community engagement has included Habitat for Humanity and a project for Dayempur Farm.

Academic connections between the department and the university include the single course offering, Architecture 314i, which satisfies the interdisciplinary requirement for SIU students. Correspondingly, the curriculum for the architecture program includes the opportunity to select an elective in any college or department on campus in the spring semester of the graduate program.

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

[X] The program is responsive to this perspective.

2013 Team Assessment: The students at SIU Carbondale are prepared and adept to meet the standards of the professional working environment. After speaking to students and faculty, the team learned of several internship opportunities and active involvement by the faculty in the placement of students in promising internships. The students at SIU Carbondale benefit greatly from the close personal relationships they develop with their faculty. Faculty members have made themselves available outside of class hours and are attentive to the needs of students. Mutual respect and meaningful bonds are formed, and these bonds help nurture students through the program.

The faculty is involved in several projects in the surrounding community and outside of the university, which provides students with meaningful volunteer opportunities. Faculty member John Davey organized the students in a relief effort in Harrisburg, Illinois, after the devastation from an EF-4 tornado on February 29, 2012, and they also participated in the Olive Branch Recovery & Rebuilding Initiative after flooding following failures of levees along the Mississippi.

Along with these types of opportunities, students have a strong AIAS chapter, which helps organize events for the betterment of the students. AIAS seems to have a good standing

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

relationship with the state AIA Illinois and Southern Illinois chapters. This working relationship with the AIA fosters leadership and grants opportunities for students to develop professional development skills. The AIAS chapter also travels to conferences such as Grassroots, Forum, and West Quad.

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

[X] The program is responsive to this perspective.

2013 Team Assessment: Students have a high level of awareness of the regulatory environment, and they develop this through a number of settings. The curriculum of the professional practice courses (ARC 591 and ARC 592) presents a strong emphasis on the regulatory aspects of practice, including those affecting licensure and the application of ethical codes and rules of conduct. Undergraduate students also participate in this learning through ARC 491, which is co-listed with ARC 591.

A significant number of students have elected to enroll in the Intern Development Program (IDP) as a first step in the process that follows through education, experience, and examination to licensure. All students appear to be aware of IDP and how this program is structured. This knowledge is in part due to the benefits of having a faculty member, Professor Norm Lach, who has served on the Illinois architect licensing board for the past nine years and acts as the IDP coordinator for the program. IDP-related information and activities engage students throughout the program. The program's advisory board also includes several individuals who represent the regulatory community.

Students almost universally expressed eagerness to pursue opportunities in the architecture profession, including the pursuit of licensure, and much of this sentiment is no doubt due to the efforts of the program.

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

[X] The program is responsive to this perspective.

2013 Team Assessment: The program offers a variety of opportunities for students to engage with the professional community: Students are encouraged to participate in IDP, the school offers a formal avenue for obtaining college credit from internship and work experience, a regular lecture series is offered by the school, and professionals are occasionally brought in for studio reviews—in person as well as via video conferencing. The professional practice course sequence (ARC 591: Professional Practice I and ARC 592: Professional Practice II) is robust and organized, giving students real-world scenarios to work through for enhanced understanding of issues faced in professional practice. The technical understanding of how buildings are put together is a program strength, preparing students to contribute quickly in a meaningful way when they enter the workforce.

Students have an active AIAS component that participates with AIA components (AIA Illinois and AIA Southern Illinois) at conferences. These opportunities are important, as students comment that non-faculty members of the professional community are infrequently seen in studio juries and similar settings. While it may be difficult to identify ample numbers of available professionals in Carbondale and surrounding areas, this suggests one opportunity for program improvement.

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

[X] The program is responsive to this perspective.

2013 Team Assessment: The SIU School of Architecture provides students with a well-rounded experience and emphasizes the importance of their role to give of themselves in service to their communities, to elevate the public awareness of the value of architecture, and to act ethically, responsibly, and compassionately as leaders throughout their professional careers. In particular, Professional Practice I (ARC591) and Professional Practice II (ARC592), taught by a practicing licensed architect and attorney, provides students with the opportunity to review, assess, and discuss the merits of real-life examples of situations involving client relations, practice management, project disputes, contractual obligations, legal issues, ethical behavior, and social responsibility. This exposure to practical examples offers an opportunity to understand how to best prepare for and deal with the challenges of business and the marketplace.

It is also evident that student studio project work incorporates environmental and social responsibilities into design problems, supporting the importance of these principles from a practice standpoint. This understanding is clearly shown in such projects as the Habitat for Humanity Midwest House Project (ARC352), the Orchard Project (ARC500), and the Rio de Janeiro Legacy Project (ARC551), where principles of sustainability, community outreach, and public awareness of architecture are all incorporated. These exercises emphasize how design is an important aspect of providing for the needs of communities and how it can affect the quality of life.

In addition, fostering a life-long habit of service in students is achieved with several outreach programs created by faculty to serve the public good. Evidence of this goal are shown in the design charrette for Main Street Marissa, participation in Habitat for Humanity, the offer of design assistance for the recovery of tornado-torn Harrisburg, Illinois, and the Olive Branch Recovery and Rebuilding Initiative to assist after devastating floods. The longtime "Kid Architecture" summer camp is also a valuable and recognized program that is very popular in the Carbondale community. These programs provide faculty and students opportunities to engage in community service and university outreach, understand how architecture affects everyone in the community, and realize that their talents as design professionals can make a difference in people's lives.

It is very evident that leadership, ethics, professionalism and community outreach—as they relate to business, the profession, and the community—are important core values of the educational experience in the School of Architecture at Southern Illinois University.

1.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must

demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

[X] The program's processes do not meet the standards as set by the NAAB.

2013 Team Assessment: The team found evidence of a comprehensive longrange plan initiated at the institutional level in 2002, and a SWOT analysis completed by the school in 2005. The initiative to establish the Master of Architecture program can trace its roots back to this phase of long-range planning at SIU, and the initial accreditation of this program in 2010 is evidence of the school's commitment to realizing goals through a thoughtful long-range planning process. However, it was reported to the team that dramatic reductions in state funding since the last team visit have forced the university to shelve all unrealized goals from this 2002 planning process until the funding for the university stabilizes. Although the institution's annual assessment process does include a more narrow statement of program goals and objectives (see I.1.5 below), information available during the visit led the team to conclude that the program is currently operating without a long-range planning process that meets the standard set by the NAAB.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

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

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

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

2013 Team Assessment: The team was provided copies of the annual assessment plan mandated by SIU for all programs. This document (Sept. 2012) includes a short statement of program goals and student learning objectives, along with a description of the methods by which progress toward these goals and success regarding SLOs will be measured.

In addition to faculty reviews of student work associated with the end of each term, the program's Architecture Professional Advisory Committee assembles at the school once each year to perform a review of student work against the NAAB SPC. The Advisory Committee comprises 13 practitioners from across the region, including several program alumni. Examples of the Advisory Committee's "score sheets" were provided to the team.

The results of this review are shared with both the faculty as a whole and with faculty responsible for each reviewed course. This feedback is used to shape improvements to the course in subsequent terms.

All program courses are evaluated by students each term via SIU's Instructor and Course Evaluation (ICE) process. The results of these reviews are reviewed by the school director each term and are discussed with each faculty member via the annual performance review process.

While the self-assessment process lacks the framework of a long-range plan and associated objectives, the team concluded that the program's activities in this area satisfy the standard set forth by NAAB.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

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

2013 Team Assessment: The program is supported by a complement of 19 faculty (including 6 adjunct faculty) with direct responsibility for teaching in the professional program. There were two vacant full-time positions at the time of the visit. The team found support from the college and the university for filling one of these vacancies in a timely manner, while the other search is on hold due to financial contingencies. The program is well-supported by experienced administrative and advising staff.

Diminished funding across the university has resulted in a reduction in financial support for faculty professional development and scholarship within the school (as noted above in the Causes of Concern). The limited funds available for this purpose have been earmarked to support the two tenure-track faculty with teaching/research assistants and modest travel support funding in the initial years of their appointment. While it is unclear when resources for faculty professional development will be restored, tenured faculty do have access to professional improvement leave (sabbatical). Based on evidence reviewed by the team, visiting faculty and lecturers (currently six of the faculty complement) do not appear to have any professional development support.

The process for determining rank, reappointment, and promotion and tenure is outlined in the APR, and the team found that the faculty were well informed about these procedures and satisfied with the way they are carried out.

The program has an experienced, well-trained, and active IDP educator coordinator who ensures that SIU students are well-informed about the structure of the program and the process for completing it.

- *Students:*

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

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

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

2013 Team Assessment: The team found student admissions policies and procedures were documented and that both undergraduate and graduate students were well supported by the faculty and staff involved in the admissions process. The program has forged successful agreements with community colleges in the region that allow students to transfer into the undergraduate program before the third year, and several students noted how smoothly this transition was managed by SIU.

While the team heard concerns expressed by students regarding the lack of non-faculty practitioners who visit the school (for lectures and as guest critics), the school has access to funding for its lecture series via a centrally managed fund set aside and used for this purpose.

The team also heard students express strong interest in having international study opportunities expanded beyond the one exchange program opportunity (Australia) currently offered. This has been noted above in the Causes of Concern.

1.2.2 Administrative Structure & Governance:

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

[X] Administrative Structure is adequate for the program

2013 Team Assessment: The School of Architecture has a streamlined organizational structure that is administered by Dr. Walter Wendler, the director of the school. Each program in the School (Architectural Studies, Fashion Design and Merchandising, Interior Design, and Master of Architecture program) is led by a program head who reports to the director. This leadership structure appears sufficient to administer to the needs and daily functions of the school. In addition, this administrative team is supported by staff who fill a number of roles and, due to budget constraints that limit support positions, take on a number of tasks necessary to running operations. There are also three individuals performing student advisory tasks, each specifically responsible for the undergraduate program in architecture, the undergraduate program in interior design/fashion design and merchandising, and the graduate architecture program. Student feedback supports the report that these advisors are providing thorough and attentive service to the students. The administrative group, although limited by university budget constraints, provides an appropriate level of service for the program to administer day-to-day functions and academic requirements effectively.

The APR satisfies the requirement of listing the degree programs in the School of Architecture.

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

[X] Governance opportunities are adequate for the program

2013 Team Assessment: Faculty participation in program governance is predominantly realized through four standing committees: Curriculum and Student Services, Facilities and Technology, Academic Progress, and Public Relations. These committees include at least one representative from each program in the school and provide an opportunity for faculty to participate in decisions regarding operation and planning for the school. In 2011 there have also been two *ad hoc* committees formed, the Operating Paper Committee and the Graduate Committee, which are in effect for one academic year and are used to respond to specific needs of the school.

While the team found no evidence of direct student representation on the committees that deal with specific issues related to student activities, curriculum development, and facilities/technology planning (as noted above the Causes of Concern), there is sufficient evidence that channels for student input on program direction are available via less formal means.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

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

[X] Physical Resources are inadequate for the program

2013 Team Assessment: Although the program has plans in place to address and resolve the issues of physical resources identified in the previous visit, these have not yet been realized. In particular, first-year studios, the shop, the digital fabrication laboratory, and some storage are located in the Blue Barracks, a one-story metal building that has outlived its usefulness and provides inadequate facilities for these uses. The Blue Barracks contains no restrooms, so occupants must use an adjacent building to access these facilities. Ventilation has been provided for the shop and digital fabrication lab (DFL), but these do not appear adequate to provide the proper interior air quality.

Plans are in place, however, to relocate these facilities to Quigley Hall, primarily in space in the basement, from which existing uses by other programs will be relocated to another building currently under construction. The team had the opportunity to review the construction documents for this renovation and backfill project and confirmed that the work has been scheduled to begin in the fall of 2013, with completion projected in 2014. This development will not only eliminate the concerns over the deficiencies of the Blue Barracks building but will also afford the architecture program the opportunity to consolidate faculty and students into a single building. Other plans are under way to develop administrative and office space on soon-to-be-vacated space on the first floor. This will allow for greater faculty presence on the main studio floor, while today most faculty offices are on the upper floors of Quigley Hall.

The team observed several deficiencies with respect to accessibility in Quigley Hall. The restrooms are outdated and are not accessible, with the exception of single facilities on the second floor. In addition, although accessible parking spaces are provided in an at-grade lot to the north of Quigley Hall, the accessible route from this parking area to the front entrance (which is provided with automatic door openers) is long and not clearly identified.

Large open rooms are allocated for studio space, utilizing moveable partitions to divide the separate studios. Student stations in the graduate studio are provided with low translucent privacy dividers. Studios have abundant daylighting and adequate lighting. Although power strips are provided by the school to individual workspaces, students expressed concern over the lack of convenient access to electrical power. Each student has a dedicated workspace.

Wi-fi is provided throughout the facilities, and a computer graphics lab is available for student use. The lab closes at 10 p.m., giving students somewhat limited use of those computers. Plotting and printing is provided in an adjacent room, at competitive pricing to the students. Plotting equipment is managed by graduate students and is open 60 hours per week. While this may appear to represent significant availability of resources, it does not meet the needs of students today. This is one aspect of the specific Causes of Concern (a) noted above in this report.

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

[X] Financial Resources are adequate for the program

2013 Team Assessment: SIU Carbondale School of Architecture has been experiencing budget challenges for the past three years, which is not uncommon among schools of architecture nationwide. Revenues continue to remain constant over a three-year period (2010–2012), and salaries as a percentage of revenue also have remained consistent, although dipping slightly in 2012, which allowed for additional budget funds to be used for capital expenditures. The School of Architecture consistently implements its policy of providing support for graduate assistants (GAs) who receive full tuition remission for three of the four semesters of their graduate program, plus a 0.25 salaried position for the nine-month academic year. The college has approved funding for a full-time faculty position, and a search is being conducted, although it is not clear when the position will be filled; this position will strengthen the graduate program instructing in the design studio and lecture courses. The university continues to deal with potential budget cuts that will be assessed to programs on a performance basis, and the School of Architecture faces additional budget constraints due to this situation. The School of Architecture and college are working together to limit these cuts through enrollment and credit hours. Although the School of Architecture should be consolidating facilities from the Blue Barracks into Quigley Hall (scheduled for January 2014), it is clear that no additional funds will be available from the university budget to upgrade or purchase new equipment/fixtures/furniture.

The team was advised that, after the preparation of the APR, the program was required by the institution to accommodate a 9.43% funding cut for FY13 and that a subsequent cut of 4–5% should be anticipated for FY14. As a consequence of this funding reduction, the program had to reduce its faculty complement by one person, resulting in increased student/faculty ratios and section sizes.

The School of Architecture is challenged to allocate resources in an efficient and effective manner to maximize the benefits to the program. The budget is clearly distributed to a number of items that support the mission of the School of Architecture, but university funding restrictions restrain the school's ability to support faculty needs and to provide the students with resources to enhance the learning experience.

The team found that, thus far, the program has employed a deliberate and thoughtful response to planning and adapting to financial contingencies in a manner that maintains program values and integrity. The team has noted a cause of concern for the contraction of resources available to support faculty professional development (Causes of Concern c)—a situation that at present may not threaten program stability and capability but which nonetheless warrants monitoring as SIU transitions through a challenging financial period.

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

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and

develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program

2013 Team Assessment: Morris Library is the main library on campus, renovated and enlarged in 2010, housing 2.8 million volumes, 3.6 million microform units, and 64,200 current periodicals and serials. In addition, the library provides a variety of multimedia format documents, electronic databases, and ebooks. Through interlibrary access, students and faculty have access to materials held in university libraries throughout the state of Illinois.

The APR documents 10,243 titles catalogued in the Library of Congress classification NA (architecture) and TH (building construction), and Dewey Decimal classifications 720-729 and 690-698. In addition, the library contains 909 e-books in architecture, 159 e-books in building construction, and 60 documentaries and instructional videos on architectural subjects. In combination, the collection, inter-library access, and subscription services offer 1,362 titles in building construction and 29,536 titles in architecture to students and faculty.

Visual resources include access to two databases, MDID and ArtSTOR, via the library web site. The APR indicates there is a slide library available to faculty and students through the School of Art and Design, as well as lending of equipment such as digital cameras, digital video cameras, and projectors. Some multimedia equipment is available for check out from Morris Library.

Within Quigley Hall, there is a small resource library staffed by a graduate assistant and three undergraduate student workers. The resource library typically holds 1,250 books and 25 monthly periodicals. There are also five Windows workstations and two 11x17 scanners.

The Fine Arts librarian is available as a resource to the School of Architecture; the librarian indicates there is a regular budget in library funding for obtaining new materials.

Morris Library is approximately a six-minute walk from Quigley Hall—and further still from the Blue Barracks. This may explain why students take great advantage of the library's excellent online resources. For those who do use the central university library, many students have discovered that facility's efficient and convenient reservation and holds services. A brief review with students indicates a broad awareness of resources available utilizing the electronic reservation/request system online from Morris Library. Notably, students seem unaware of the availability of the research librarian for consultation and the resources offered to them through the School of Art and Design.

PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
 - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.
 - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

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

2013 Team Assessment: The required statistical reports were provided in the APR.

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

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

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

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2013 Team Assessment: The certification letter for the 2012 annual report was provided in the APR, and the Annual Reports were furnished to the team in the team room for review.

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

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

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

2013 Team Assessment: The team found a faculty complement that was well-prepared for their respective roles in delivering the program curriculum. The faculty is particularly strong with regard to technical subjects, and this strength is reflected in the course designs and student work exhibited in the team room. All full-time tenured/tenure-track faculty hold appropriate terminal degrees, and over two-thirds are licensed architects.

Contractions in the university's funding have limited access to professional development resources for faculty since the last accreditation visit (as noted in this report as Cause of Concern c), and this has resulted in reduced faculty travel for participation in academic conferences and other professional development opportunities. The examples of architecture program faculty scholarship and creative work in the faculty exhibit illustrate a modest level of activity for a faculty of this size. While this condition may begin to impact the faculty's ability to support student achievement in the long term, the team found no evidence that this ability is currently compromised.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

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

2013 Team Assessment: The required documents were made available during the visit in the team room via links to online resources within the program and the university, with one exception:

Advising Policies, including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs: It was explained to the team that no written policy for the review and evaluation of students exists. The team reviewed the procedures employed by the program for this review and determined that Condition II.3 has not been met because the program is reviewing course descriptions and transcripts rather than examples of student work when assessing coursework considered equivalent to undergraduate courses satisfying student performance criteria at SIU.

Because the omission of an advising policy for this aspect of the review of applications is the specific result of the deficiency noted in Condition II.3, which is noted in this report as Not Met, the team finds here that Part I.4 has been met.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

Realm A: Critical Thinking and Representation:

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

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

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

2013 Team Assessment: Students demonstrate ability in written communication skills in a number of settings, including ARC 500 – Regional Architecture Studio. The students as a group are articulate and well-spoken.

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

2013 Team Assessment: Student work demonstrates ability in Design Thinking Skills at the graduate level in Arch 500 – Research Methods and Programming and ARC 551 – Comprehensive Design as well as throughout third- and fourth-year studios.

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

[X] Met

2013 Team Assessment: Student work demonstrated ability in Visual Communication Skills, with strong work in studios ranging from ARC 271 – Computers in Architecture through ARC 551 – Comprehensive Design.

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

[X] Met

2013 Team Assessment: Students achieve ability in Technical Documentation in two graduate-level courses, ARC 541 – Architectural Systems and the Environment and ARC 551 – Comprehensive Design. This represents a strong tradition in the SIU Carbondale architecture program for the development of strong technical skills. This criterion is **Met with Distinction**.

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

[X] Met

2013 Team Assessment: Students are provided with a solid backing in investigative processes and strategies, and they demonstrate this ability through work in ARC 451 and ARC 551 as well as ARC 500 and ARC 550. The team concluded that criterion A.5 is **Met with Distinction**.

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

[X] Met

2013 Team Assessment: Student work demonstrates the level of ability in Fundamental Design Skills from the third-year studio ARC 352 – Design IV: Complexity through ARC 551 – Comprehensive Design.

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

[X] Met

2013 Team Assessment: The Use of Precedents is a strong component in the upper-level studio curriculum, and student work demonstrates ability in this in ARC 541 – Architectural Systems and Environment, ARC 550 – Regional Architecture Studio, and ARC 551 – Comprehensive Design.

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

[X] Met

2013 Team Assessment: Students demonstrate an understanding of Ordering Systems Skills through work in a number of studios and also in course work in ARC 532 – Architectural History III: Global Traditions in Architecture.

- A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

[X] Met

2013 Team Assessment: Understanding of Historical Traditions and Culture is demonstrated in student coursework from several courses, including ARC 231 – Architectural History I, ARC 232 – Architectural History 2, and ARC 532 – Architectural History III: Global Traditions in Architecture.

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

[X] Met

2013 Team Assessment: Understanding of Cultural Diversity is demonstrated in student course work in ARC 532 – Architectural History III: Global Traditions in Architecture.

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

[X] Met

2013 Team Assessment: An understanding of the role of Applied Research is developed in ARC 550 – Regional Architecture Studio as well as ARC 500 – Research Methods and Programming.

Realm A. General Team Commentary: Students have demonstrated a solid grasp of the topics covered in this realm and are adept at the applicable tasks. Students' achievement regarding the SPC in Realm A has been demonstrated in several courses and studios taught in the graduate level as well as the undergraduate courses. Graphic strength is evident, and a high ability to research and implement findings in studio work can be found in the Comprehensive Studios at the undergraduate and graduate levels. Strong technical documentation is exemplified in the work of the students, and this proficiency is highlighted throughout the program.

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

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

[X] Met

2013 Team Assessment: Students are achieving the level of ability in Pre-Design in the graduate-level studios ARC 551 – Comprehensive Design and ARC 552 – Graduate Architectural Design/Thesis I.

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

[X] Met

2013 Team Assessment: This ability is developed in the fourth-year studio sequence in ARC 451 – Design V: Urban Design & Community with respect to site accessibility and ARC 452 – Design VI: Integration for building accessibility.

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

[X] Met

2013 Team Assessment: The ability to design projects demonstrating sustainable concepts and applications is developed in several graduate-level studios: ARC 550 – Regional Architecture Studio, including specific and detailed passive sustainable principles; ARC 551 – Comprehensive Design, which is an outstanding representation of the application of sustainable design principles from the effects of site climatic challenges to the integration of sustainable building systems; Arch 552 – Graduate Architectural Design/Thesis I; and ARC 541 – Architectural Systems and Environment.

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

[X] Met

2013 Team Assessment: The ability to respond to site characteristics begins with courses such as ARC 381 – Environmental Design I: Site Planning. Evidence of student ability in this area was found in ARC 550 – Regional Architecture Studio and ARC 551 – Comprehensive Design. Evidence of student ability to apply the understanding of topography developed in ARC 381 was limited.

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

[X] Met

2013 Team Assessment: The ability to apply the principles of Life Safety is demonstrated in strong student work and the thorough curriculum of ARC 541 and ARC 551. The team determined that this criterion has been **Met with Distinction**.

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

**A.9. Historical Traditions and
Global Culture**

B.9. Structural Systems

B.5. Life Safety

[X] Met

2013 Team Assessment: This ability is demonstrated in the student work of ARC 551 – Comprehensive Design Studio and ARC 541 – Architectural Systems and Environment. The team concluded that this criterion is **Met with Distinction**.

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

[X] Met

2013 Team Assessment: Students demonstrate understanding of Financial Considerations in ARC 351 – Design III: Context and ARC 592 – Architectural Professional Practice II.

B. 8. Environmental Systems: *Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air*

quality, solar orientation, daylighting and artificial illumination, and acoustics, including the use of appropriate performance assessment tools.

[X] Not Met

2013 Team Assessment: This criterion is not met. Although students acquire an understanding of several areas that fall within this criterion (in courses ARC 452 – Design V: Integration, ARC 481 – Environmental Design II: Energy & Systems, and ARC 482 – Environmental Design III: Lighting & Acoustics), there appears to be an inadequate emphasis on performance assessment tools, no examples of which were found in student work. The use of these tools, which are rapidly growing in importance in practice, is a required element of this criterion.

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

[X] Met

2013 Team Assessment: Students develop an understanding of Structural Systems through ARC 361: Structures I: Statics & Steel, ARC 362 – Wood & Concrete, and ARC 462 – Structures III: Analysis & Lateral Forces. Student work at the graduate level such as ARC 541 and ARC 551 indicates this understanding within the limits of individual studio challenges.

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

[X] Met

2013 Team Assessment: Students develop understanding of Building Envelope Systems through work in ARC 341 – Building Technology II: Masonry & Concrete and ARC 342 - Building Technology: III.

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

[X] Met

2013 Team Assessment: Students demonstrate understanding of Building Service Systems Integration in work in ARC 342 – Building Technology III: Steel and ARC 381 – Environmental Design I: Site Planning. In the Comprehensive Design Studio (ARC 551) students show that they grasp the aspects of this area particular to the challenges of their design assignment.

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

[X] Met

2013 Team Assessment: The understanding of Building Materials and Assemblies is demonstrated in student work in several settings, including ARC 452 – Design VI: Integration and ARC 554 –

Architectural Design/Thesis II, in which students show that they have grasped the lessons learned earlier in the studio sequence.

Realm B. General Team Commentary: Students are receiving a well rounded and comprehensive education in bringing together conceptual and technical material learned into their studio projects. Demonstration of this is evident in several courses and studios taught in the graduate level, and supported by previous work done in undergraduate courses. In particular, the combination of course work in ARC 541 and ARC 551 resulted in comprehensive integrated projects. These two courses lead to strong student work both in technical and aesthetic development. The primary weakness observed in this realm was that the use of building performance assessment tools—a required element for criterion B.8—is not in evidence.

Realm C: Leadership and Practice:

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

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

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

[X] Met

2013 Team Assessment: The program has a strong emphasis on collaboration, and students develop the ability to work in collaboration in a number of settings, including ARC 551 – Comprehensive Design. The program supports a collaborative environment, and this is found among faculty as well as students.

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

[X] Met

2013 Team Assessment: Students demonstrate an understanding of Human Behavior in ARC 550 – Regional Architecture Studio, which looks at the nuances of regional human behavior and how design can affect the livability and lifestyles of communities. This is also demonstrated in ARC 591 – Professional Practice I, which identifies the ethical responsibilities that directly affect client, consultant, and community behavior.

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

[X] Met

2013 Team Assessment: Understanding of the Client Role in Architecture is demonstrated—at a basic level although not in-depth—in student work from ARC 491 – Professional Practice I and ARC 592 – Professional Practice II, both of which illustrate a basic understanding of client relationships and the importance with respect to ethical codes.

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

[X] Met

2013 Team Assessment: Understanding of the project management process and the complexities of client, consultant, and administrative relationships and dynamics are demonstrated through ARC 591 – Professional Practice I and ARC 592 – Professional Practice II.

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

[X] Met

2013 Team Assessment: Student work in the two Professional Practice courses, ARC 591 and ARC 592, demonstrate the understanding of a logical and realistic representation of practice management principles. Student work follows the management process and provides an understanding of these principles.

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

[X] Met

2013 Team Assessment: Students acquire an understanding of Leadership through work in both Professional Practice classes (ARC 591 and ARC 592) as well as in other graduate-level work, such as ARC 451, which emphasizes the basic tenets of the importance for architects to lead the discussion of urban planning and community revitalization, and ARC 550 – Regional Architectural Studio, which includes work in leadership roles in developing community awareness of the importance of design.

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

[X] Met

2013 Team Assessment: Student work demonstrates an understanding with respect to Legal Responsibilities in both ARC 591 and ARC 592. The initial class provides thorough and exceptional

depth of insight into the legal aspects of practice and the moral responsibilities of architects, and this is built upon further in ARC 592.

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

[X] Met

2013 Team Assessment: Students acquire understanding of Ethics and Professional Judgment in ARC 591 and ARC 592, which provide an in-depth analysis of the ethics of practice in both daily practice and moral judgment applied in the professional realm. This criterion is **Met with Distinction**.

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

[X] Met

2013 Team Assessment: Students develop an Understanding of Community and social Responsibility in studio work in ARC 550 – Regional Architecture Studio, which provides for both research and design analysis affecting community and social issues. Student work shows a strong understanding of the applications of these concepts. This criterion is **Met with Distinction**.

Realm C. General Team Commentary: In the review of course outlines and student work in all sections of Realm C, it is clearly evident that students have acquired a detailed understanding of the principles of leadership, business, and collaboration skills necessary to the practice of architecture. In particular the elements of professional practice in regard to ethics and professional judgment, legal responsibilities, community and social responsibility, the role of the client and leadership are demonstrated in both the lecture course work and studio projects of the students. The understanding of business aspects of the profession and collaborative efforts with related disciplines also are evident in student performance. performance criteria in this realm and are well covered by the program.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2013 Team Assessment: Southern Illinois University was accredited by the Higher Learning Commission of the North Central Association (NCA) in 2010 for the maximum of 10 years.

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

[X] Met

2013 Team Assessment: The program has demonstrated the requirements have been met for the three tracks leading to the Master of Architecture (M. Arch.).

II.2.3 Curriculum Review and Development

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

[X] Met

2013 Team Assessment: The School of Architecture has followed the NAAB guidelines to satisfy the requirements of Curriculum Review and Development, and this condition is therefore Met. The curricular review process is conducted by the school's Curriculum and Student Services Committee (CSS), which includes faculty and two licensed architects. The process is clearly described as to the role of the committee to evaluate the curriculum of the NAAB-accredited degree program, as well as develop, approve, and implement recommendations for modifications, changes, or additions to curriculum. The curriculum review is integral to the school's planning process with particular focus on physical space and resource requirements. In addition, the school's Advisory Committee—made up of 13 individuals, including alumni, licensed architects, faculty from other institutions, and working professionals from diverse models of practice—reviews the work of the committee and advises on how the school's faculty can gain a better understanding of a standard of proficiency of student performance on projects, and the desired skill sets and knowledge level expected of a new graduate entering the workplace.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

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

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

[X] Not Met

2013 Team Assessment: One of the requirements for this Condition is that the program be able to demonstrate: *Advising Policies, including policies for evaluation of students admitted from preparatory or pre-professional programs where SPC are expected to have been met in educational experiences in non-accredited programs.*

While the APR describes in detail the process by which applications are considered and reviewed for students with a variety of academic backgrounds, the team found a key ingredient in this process missing. The team reviewed with the program administrators the procedures employed by the program for this application review and determined that Condition II.3 has not been met. This is because the program is reviewing course descriptions, portfolios, and transcripts exclusively rather than examples of student course work when assessing curriculum and transcripts considered equivalent to undergraduate courses satisfying student performance criteria at SIU.

A significant percentage of students are admitted into the undergraduate program following completion of a community college program. SIU Carbondale has articulation agreements with six such institutions in the region, and this affords a greater degree of review of the curriculum of each institution.

Although the SPC matrix included in the APR suggests that all SPCs could be met via course work and studio work at the graduate level, the team did not find this to be the case in all instances. For several SPC (including A.9, B.2, B.4, B.9, B.10, and B.11) important elements of the evidence found by the team were in studio work in courses in the third and fourth year of the undergraduate program. It should be noted that this observation is consistent with what is likely to be found at many programs, where graduate-level courses are the field for the integration of knowledge acquired during the first four years of a program. Yet it is often difficult to verify student understanding of all the subcriteria of these SPC in graduate work alone. This makes it even more critical for a graduate program to find a way to review important examples of student work when considering applicants, in particular those from four-year pre-professional programs outside of SIU.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

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

[X] Met

2013 Team Assessment: The complete Statement on NAAB-Accredited Degrees is provided on the program's web site.

II.4.2 Access to NAAB Conditions and Procedures

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

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2013 Team Assessment: Access to the NAAB Conditions and Procedures is provided on the graduate program's web site.

II.4.3 Access to Career Development Information

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

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aia.org

www.acsa-arch.org

[X] Met

2013 Team Assessment: Access to the required Career Development Information is provided on the graduate program's web site.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

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

[X] Met

2013 Team Assessment: The links to these sites and documents are provided on the program's website.

II.4.5 ARE Pass Rates

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

[X] Met

2013 Team Assessment: Recently, a graduate of the master's program completed and passed all sections of the Architect Registration Exam. As this is the first student from the program to take the exam, the ARE Pass Rate is—for this moment—100%.

III. Appendices:

1. Program Information

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

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

Reference Southern Illinois University at Carbondale, *APR*, pp. 1–3

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

Reference Southern Illinois University at Carbondale, *APR*, pp. 3–6

C. Long-Range Planning (I.1.4)

Reference Southern Illinois University at Carbondale, *APR*, pp. 13–14

D. Self-Assessment (I.1.5)

Reference Southern Illinois University at Carbondale, *APR*, pp. 14–17

2. Conditions Met with Distinction
(list number and title; include comments where appropriate)

- A.4 Technical Documentation
- A.5 Investigative Skills
- B.5 Life Safety
- B.6 Comprehensive Design
- C.8 Ethics and Professional Judgment
- C.9 Community and Social Responsibility

The Visiting Team

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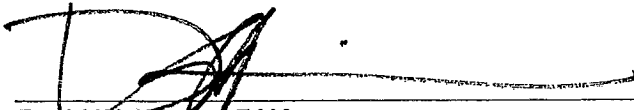
IV. Report Signatures

Respectfully Submitted,



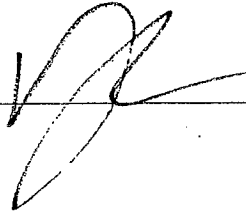
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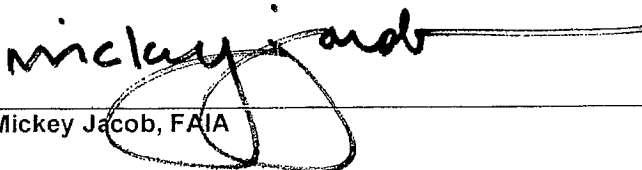
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Program Response to the Final Draft Visiting Team Report

Cassandra: The VTR looks fine. There is just one issue (reported in two places in the VTR) that does not match my memory of the session with the team. I am not sure whether everything I have written is relevant to reporting an error in the VTR. The error is that we do look at student work while the VTR says we do not.

The team's notations on pages 20 and 31 indicate that no analysis of student work is conducted from students who enter the professional degree program from undergraduate pre-professional degree programs other than the Bachelor of Science in Architectural Studies offered at SIU Carbondale. Samples of work in undergraduate courses are frequently requested, course descriptions and other institutional offerings studied, GPA reports analyzed, and portfolios compared, one to another, in attempting to identify pre-professional competency. These actions do amount to an assessment of undergraduate work from our perspective. It is impossible with limited staff to review every course from every school. In addition, when we admit a student to the graduate program, we are required by our Graduate School to indicate the student's requirements for completing the degree here. This forms the basis for that student's contract with the university. We rely on the holistic analysis provided by student work samples, academic achievement as measured in GPA, and course array, coupled with our best professional assessment for preparedness. We will, in the future, work to create more transparency and/or consistency in the pre-professional coursework and degree assessments, but we believe the one-at-a-time review and analysis in the context of student performance is essential in assessing preparedness for graduate/professional study. We do not keep the examples of work reviewed to conduct our assessment but possibly should in the future. Students usually want to keep their work, but photocopies can be made of relevant examples.

The other item I reported to the team and showed them was an example of acquiring the SPC grid from the student's undergraduate institution to make comparisons to our grid. This is used to identify SPCs that are not met. We then require the student to take our courses meeting any missing SPCs. In most cases, the combination of what the student has already completed and what they will complete in the graduate program will meet all SPCs. I wish the NAAB would require all schools to show the matrix as one of the required documents on their school web sites.

I hope my email reports the one discrepancy I have noticed in the VTR. I appreciated how thorough the team was in their visit and review of our program! I can tell by how well-written the VTR is that they understood this program and its strengths and limitations.

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