August 1, 2014

Dr. Mark Hussey  
President  
Office of the President  
1246 TAMU  
Texas A&M University  
College Station, TX 77843-1246

Dear President Hussey:

At the July 2014 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the Texas A&M University, Department of 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, 2014. The program is scheduled for its next accreditation visit in 2022.

Continuing accreditation is subject to two reporting requirements.

First, all programs must submit an Annual Statistical Report (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, 2014; the first interim progress report is due November 2016.

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,

Shannon B. Kraus, FAIA, NCARB, MBA, FACHA  
President-elect

cc: Ward Wells, Head  
Stephen White, AIA, Visiting Team Chair

Enc.
Texas A&M University
Department of Architecture

Visiting Team Report

Master of Architecture (preprofessional degree + 52 credit hours)

The National Architectural Accrediting Board
5 February 2014

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

1. Team Comments & Visit Summary

Students
There is a deep sense of pride within the student body for the institution and the program, and an appreciation of the quality and value of the educational experience they are receiving. Students demonstrate respect for architecture, the faculty and administration, and seek their advice and leadership regarding the future.

Faculty
The faculty display enthusiasm and support for the program and each other, and are committed to student success. Working together through program committees, numerous centers and institutes, and on student final study project committees, faculty members contribute in many ways to the success of the program, while working to create new knowledge.

Administration
The provost and dean of the College of Architecture are knowledgeable of and express support for the Master of Architecture program as a key part of the university. The college is seen as bringing to TAMU creativity, professional status, a bridge between the arts and the university, and placemaking skills contributing to health and well-being. The department head and associate department head receive broad support within the program and from the university administration. They are appreciated for facilitating the learning culture of the department, numerous academic enrichment opportunities, and increasing the visibility of excellence in the work of students and faculty.

The Program
The M. Arch program makes a strong and unique contribution to the institution and to the members of the multi-layered TAMU academic community, evident throughout the work and activities of the department. The curriculum is notable for its focus on integration of diverse subject matter into design. The number and breadth of TAMU centers and institutes provide unique resources to students and faculty in the M. Arch program, and connect to interdisciplinary efforts across the campus, and to the professions.

The Visit
The team room provided a positive working environment whose graphic organization was particularly well organized. The department's provided attentive support for the team and its requests for information, as well as generous hospitality in all cases.

2. Conditions Not Met

A.4 Technical Documentation
B.6 Comprehensive Design
B.7 Financial Considerations
B.10 Building Envelope Systems
B.11 Building Service Systems Integration
C.1 Collaboration

3. Causes of Concern

A. Coordination and Documentation of Student Outcomes
The Conditions Not Met involving Student Performance Criteria identified during the visit involved laudable attempts by faculty to successfully integrate a broad range of content into the three required design studios Arch 605, 606, 607 Design I-III. Variations in the attention to and
coordination of student work addressing these SPCs between studio sections resulted in inconsistent achievement by students.

4. Progress Since the Previous Site Visit (2008)

2004 Condition 5, Studio Culture: The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Previous Team Report (2008): Even though a draft studio culture policy was introduced to the faculty in August 2007, this document has not been fully vetted and a plan for its implementation and maintenance developed. Consequently this condition is not met. However, in spite of the lack of an adopted studio culture policy, it was evident from the team’s interaction with faculty, students, administration and alumni that TAMU demonstrates a positive and respectful learning environment in the studio. Therefore, it is incumbent upon the department to revive the discussions surrounding this document and put in place a written studio culture policy. With a written studio culture policy, the department will capture the positive qualities of the current studio learning environment and further solidify the importance of this culture during times of transition and new hirings.

2014 Visiting Team Assessment: TAMU, and particularly the Department of Architecture, is a culturally diverse and highly supported place to learn in a safe, secure and personally rewarding environment. An example of this how the studio culture policy has become engrained in the studio culture experience. Students, faculty and staff equally express enjoyment and enrich the experience. Significant efforts are underway to support continued diversification through various means including financial.

2004 Criterion 13.9, Non-Western Traditions: Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Previous Team Report (2008): Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

2014 Visiting Team Assessment: Evidence from student work in several assignment formats—papers, debates, abstracts and presentations—demonstrate understanding of the multiple elements of this SPC. Students are required to complete one of two (or choose to accomplish both) course offerings ARCH 644 Seminar in Art and Architecture History or ARCH 649 History of Building Technology in the understanding of historical traditions and global culture. This achievement is the result of efforts by the Department since the 2008 visit including curriculum revision, hiring of two new tenure-track faculty, and the development of new course syllabi.

2004 Criterion 13.12, Human Behavior: Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Previous Team Report (2008): There is no evidence in the APR or the course matrix indicating this material was covered in a required course in the M. Arch program. The studio projects also did not show evidence that this criterion was met.
2014 Team Assessment: Evidence is present in numerous courses including in ARCH 644 Seminar in Art and Architecture History and ARCH 649 Advanced History of Building Technology, as well as ARCH 605, 606 and 607 Design I-II and ARCH 693 Final Project.

2004 Criterion 13.13, Human Diversity: Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

Previous Team Report (2008): There is no evidence in the APR or course matrix indicated that this material was covered in a required course in the M. Arch program. The studio projects also did not show evidence that this criterion was met.

2014 Team Assessment: Students are required to complete one of two (or choose to accomplish both) course offerings ARCH 644 Seminar in Art and Architecture History or ARCH 649 History of Building Technology in the understanding of cultural diversity. Student work in both courses evidenced a thorough understanding of the implications of this diversity as related to architects.

2004 Criterion 13.20, Life Safety: Understanding of the basic principles of life-safety systems with an emphasis on egress

Previous Team Report (2008): Issues of life safety were not evident in student projects. An understanding of egress from rooms, particularly large gathering spaces, and from the building as a whole based on occupancy load were not addressed in student work. Additionally, there was no evidence in the lecture courses of this topic being addressed on the graduate level.

2014 Team Assessment: Evidence of student ability to apply the basic principles of life-safety systems with an emphasis on egress was found in required courses ARCH 605, ARCH 606 and ARCH 607 Design I-II. Basic principles of multiple means of egress from buildings and assembly spaces, door and corridor widths are evident in student projects. Some exceptions to basic principles were noted—for example, dead end corridor distance and an open stair as a second means of egress—but these appear to be isolated instances and not pervasive across multiple projects.

2004 Criterion 13.26, Technical Documentation: Ability to make technically precise drawings and write outline specifications for a proposed design

Previous Team Report (2008): The team finds no evidence of inclusion of technical documentation and specification instruction within the program. While students appear able to produce plans with precision, there is significant lack of development of sections and details necessary for technical documentation. It should be noted the program assists with the placement of students within leading architecture firms across the country, which does provide them the opportunity to learn technical documentation in a professional setting.

2014 Team Assessment: Evidence of student ability to make technical drawings and digital models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design was found in a variety of required courses including ARCH 605, ARCH 606 and ARCH 607 Design I-II. There was no evidence of student work involving preparing outline specifications.
II. Compliance with the Conditions for Accreditation

Part One (I): INSTUTIONAL 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

2014 Team Assessment: The APR adequately explains the history of the institution and program while clarifying changes since the last visit concerning the Department of Visualization separating from the Department of Architecture and the reflection of this change on faculty, space and budget. The mission statement describes the program's intent to go beyond simple professional training to encompass changes in professional practice while giving student's flexibility to enhance their individual courses of study through the college's Centers, with electives and options for further certifications in areas of specialty. The Centers and Institutes seem particularly well tasked to engage students with those in other disciplines in a team setting and benefit many other areas of the University as a whole, both in research and in projects benefitting the public. The ability for M. Arch. students to engage with other disciplines in the Department of Architecture such as Construction Science, Landscape Architecture and Urban Planning, both in integrated studies and physical proximity encourages holistic development.

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 in each person is equitably able to learn, teach, and work.

2014 Team Assessment: TAMU, and particularly the Department of Architecture is a culturally diverse and highly supported place to learn in a safe, secure and personally rewarding environment. An example of this how the studio culture policy has become engrained in the studio culture experience. Students, faculty and staff equally express enjoyment and enrich the experience. Significant efforts are underway to support the continued diversification through various means including financial.

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

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

[X] The program is responsive to this perspective.

2014 Team Assessment: The M. Arch program makes a strong and unique contribution to the institution and to the members of the multi-layered TAMU academic community, evident throughout the work and activities of the Department of Architecture. The program is openly valued by TAMU's senior academic and college leadership for its creative thinkers, professionalism, project based learning, engagement with communities including housing and urban development, health systems, and special research initiatives.

The M. Arch curriculum is notable for the integration of diverse subject matter applied to real problems and sites. TAMU Centers and Institutes, including Heritage Conservation, Health Systems and Design, CRS Center for Leadership and Management in the Design and Construction Industry, Hazard Reduction and Recovery, Housing and Urban Development, Applied Creativity, Sustainable Coastal Communities and Energy Systems Laboratory are unique resources of focus available to students and faculty in the M. Arch program, and connect to interdisciplinary efforts across the campus. The strong faculty commitment to collaboration with students ARCH 693 Final Project committees (composed of multiple faculty within the department, and with at least one from outside) also provides strong contributions to the university, and a holistic perspective.

Commitment to the development of new knowledge is a hallmark of the university, department and M. Arch. program, which has one of the largest Ph.D. in Architecture degree programs in the country. Many Ph.D. trained Architecture faculty are licensed architects, and active in grant-supported scholarship, enriching collaboration on ARCH 693 Final Project committees. Along with

these strengths, there is an acute self-awareness expressed by faculty, students and administrators to better validate the role of active practitioners within this academic community, relevant to the delivery of professional education in architecture.

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.

2014 Team Assessment: Students receive exposure to global culture in required coursework, through engagement with the numerous distinctive centers and institutes led by faculty from diverse fields. Cooperation and respect is evidenced through the interaction of students of varying ages, genders and backgrounds in coursework, events, assistantships and other opportunities. The numerous student organizations on campus and the Department of Architecture promote leadership skills. The strong student-professor relationship that is formed throughout the educational process is clearly central to the student experience. This is evident in efforts such as the Student Teaching Award, where students recognize exceptional faculty contributions. The student's ARCH 693 Final Project includes a strong collaborative aspect with numerous faculty with expertise in the student's area of inquiry, promoting student-faculty collaboration, and providing a model for lifelong learning.

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.

2014 Team Assessment: TAMU students are provided A sound preparation for the transition to internship and licensure within the context of international, national and state regulatory environments as evidenced by materials used in the orientation session for the M. Arch program, and ARCH 657 Advanced Professional Practice and Ethics. Students display an understanding of the role of the registration board for the jurisdiction in which the program located, as evidenced by readings and examination questions in ARCH 657 Advanced Professional Practice and Ethics. The information needed to enroll in IDP prior to the earliest point of eligibility as evidenced by the annual Spring Semester Career Fair lunch, and the IDP Educator Coordinator's active engagement in enrolling students, confirmed by students when meeting with the Visiting Team.

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.

2014 Team Assessment: TAMU students are prepared to practice in a global economy as evidenced by required coursework History ARCH 644 and ARCH 649; recognize the impact of
design on the environment, and advocate for design-based solutions responding to diverse clients and populations, as evidenced by required studio work ARCH 605, 606, 607 Design I-III; understand participants’ diverse and collaborative roles and responsibilities, and the ethical implications of decisions as evidenced by required coursework ARCH 657 Advanced Professional Practice and Ethics; contribute to the growth and development of the profession in numerous ways as evidenced by required coursework ARCH 633 Applied Systems.

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.

2014 Team Assessment: The program has involved its students in multiple areas interacting with the public. These enhance its image in the community as well as providing areas for students to demonstrate involvement with programs such as CHUD, Habitat for Humanity and the African American Museum within the local community. Cross cultural projects in design studios and Centers such as the Children’s Hospital in Nigeria and Women and Infant Center in Honduras was described through meetings with faculty. The structure and mission of the various Centers is particularly beneficial in integrating students into projects benefitting the public. Additionally, lecture series such as the Rowlett Lectures and the Architecture for Health series are open to the public.

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

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

2014 Team Assessment: TAMU Architecture has a Master of Architecture Long Term Planning Policy in place, conducting its own planning process dovetailing into department, college and university plans, based on the M. Arch position paper on the NAAB Perspectives. Evidence from multiple sources including student evaluations, admissions, demographics, the department head’s annual evaluations of program progress, ARE pass rates, exit interviews and others are considered.

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.
\[\text{o Review and assessment of the focus and pedagogy of the program.}\]
\[\text{o Institutional self-assessment, as determined by the institution.}\]

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.

**2014 Team Assessment:** The M. Arch program has self-assessment procedures in place that operate on multiple levels, addressing how it progresses toward achieving its mission, multi-year objectives, which are coordinated with the WEAVE self-assessment activities required by the university. Results from the most recent self-assessments from faculty, students and graduates were included in the APR, and organized in response to the programs Response to the Five Perspectives. The Department Head also conducts an annual review of Strategic Plan Strengths.
PART ONE (I): SECTION 2 – RESOURCES

1.2.1 Human Resources & Human Resource Development:

- Faculty & Staff:
  - An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions.²
  - 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

2014 Team Assessment: TAMU demonstrated adequate faculty and staff support for the program, as outlined in the APR, and in documents available in the Team Room, including EEO/AA. The College of Architecture includes an Associate Dean for Diversity and Outreach, and has recently completed a Diversity/Climate Report. The M. Arch program demonstrated that its IDP Education Coordinator has been trained in IDP, has regular communication with students and fulfills the requirements of the position, and attends IDP Coordinator training and development programs.

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

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

2014 Team Assessment: The M. Arch program demonstrated adequate admissions policies and procedures, and provided examples of admissions materials, decision procedures, financial aid and scholarship procedures and diversity initiatives, provided by the Associate Department Head in documents made available in the Team Room. The program demonstrated numerous student achievement opportunities through an extensive list of guest lecturers and exhibitions since the previous visit, travel studies to nearby cities as well as international venues, memberships in student organizations, and facilitating student research.

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.
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

**2014 Team Assessment**: The M. Arch program exists within a highly developed administrative structure that serves the program and connects it to the department in degree program committees, departmental promotion and tenure, faculty search, scholarship, lecture series, APR, grade appeal, "The Agency" communications group, Information Technology, and curricular subcommittees.

- **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

**2014 Team Assessment**: All faculty, staff and students have equitable opportunities to participate within the program. Faculty and staff are engaged through the administrative structure outlined above. Students including AIAS leaders are engaged through the College of Architecture's interdisciplinary Student Advisory Committee among Architecture, Construction Science, Landscape Architecture and Urban Planning, and Visualization; and meets with the Architecture Department Head.

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

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

[X] Physical resources are adequate for the program

**2014 Team Assessment**: Adequate existing space exists for studio-based, didactive, and interactive learning, as well as support space for faculty and staff, supplemented by appropriate exhibit, library, computer, workshop and research facilities and equipment. In late-2014, additional space will be available for the Department of Architecture as a result of the completion of related capital projects elsewhere on campus. On occasion, difficulties arise with respect to congested studio space, lack of pin-up space for reviews and small-group meetings, and the general scheduling of spaces required to be made available for campus-wide use. Color plotting by students is difficult at bottleneck times, although vendors in the community also provide these services. The buildings and sites currently used by the department are generally modern and efficient with a few noted exceptions related to repair and maintenance, such as a roof leak above the main central stair, and a lack of wheelchair accessibility in all toilet room toilets. The recent reconfiguration of the Technical Resource Center (Library) for purposes of creating more large-group meeting space resulted in accessibility issues related to less than 42" aisle space between dead-end bookshelf ranges, higher bookshelves inaccessible to wheelchair-bound users without staff assistance, and a tripping hazard, i.e., cabling across the floor surface. A handicapped ramp in the Technical Resource Center Archive does not meet code. The Daylighting Laboratory (a temporary structure) at the department's Architecture Ranch intentionally rotates on a raised platform; access to its
occupied space is difficult for ambulatory individuals and is not possible for wheelchair-bound users. Students express concern regarding the availability and location of electrical outlets in the studio.

I.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

2014 Team Assessment: Financial projections through 2015 indicate a slightly positive trend in the availability of financial resources for the department. A graduate program fee was recently instituted, shifting some of the financial burden to students. While the line-item faculty and staff salaries downward-trended from 2008 through 2013, retirements and other faculty changes allowed for an overall fund balance surplus affording upgrades and faculty hires. Scholarship donations/endowments and their investment earnings are expected to increase or at least hold-steady through 2015. Advancing diversity and collaborative initiatives may enhance future financial performance.

I.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

2014 Team Assessment: All students, faculty and staff have ready access to literature, information, and visual and digital resources including collection and visual resources librarians. The Technical Resource Center (Library) also has an archive as a repository for lesser-circulated and historical items related to the program. The ranges and formats of information resources, as evidenced by the availability of traditional-print and electronic media, is current and suitable for the program’s various endeavors and is supported by adequate financial resources for the evolving information resources’ future.
PART I: SECTION 3 – REPORTS

I.3.1 Statistical Reports

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

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

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

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

2014 Team Assessment:

Statistical reports were provided in the APR including all of the relevant information. However, regarding the number of faculty maintaining licenses from US jurisdictions each year since the last visit, and where they were licensed, the 2013 APR lists information on page 60 that is borne out by the Faculty resumes submitted in I.2.1, which does not appear to be reported accurately in the Annual Reports to NAAB from 2009-2013. The statistics listed in the APR are correct, those submitted in the Annual Reports underestimate the presence of faculty maintaining licenses in US jurisdictions.

I.3.2. Annual Reports:

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

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

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

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

2014 Team Assessment: The program provided all Annual Reports, NAAB Responses to Annual Reports, 2010 Focused Evaluation Program Report and 2010 NAAB Focused Evaluation Report to the Visiting Team. These reports and responses are also available in the Technical Resource Center (Library). As noted above in I.3.1 Statistical Reports, however, regarding the number of faculty maintaining licenses from US jurisdictions each year since the last visit, and where they were licensed, the 2013 APR lists information on page 60 that is borne out by the Faculty resumes submitted in I.2.1, which does not appear to be reported accurately in the Annual Reports to NAAB from 2009-2013, which lists 0 faculty registered in US jurisdictions during this period.

I.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 exhibit\(^4\) 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.

2014 Team Assessment: Department of Architecture faculty teaching in the M. Arch program include numerous PhDs in Architecture and other disciplines, their attainment of scholarly achievements enriching the learning culture of the program, as well as for Ph.D. faculty teaching in design studio and in practice coursework. Many also lead or participate in the unique centers and institutes connecting the department to other areas of the university. These noted faculty and interdisciplinary research efforts are appropriate to advancing the mission of the university, the college and the department in both the US and abroad.

There is concern however regarding the minimal evidence of design-based practice in the faculty exhibit.

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\(^4\) 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 meet the requirements of Appendix 3

2014 Team Assessment: TAMU provided information regarding the following policies as required in Appendix 3:

1. Studio Culture Policy
2. Self-Assessment Policies and Objectives
3. Personnel Policies including
4. Position descriptions for all faculty and staff
5. Rank, Tenure, & Promotion
6. Reappointment
7. EEO/AA
8. Diversity (including special hiring initiatives)
9. Faculty Development, including but not limited to: research, scholarship, creative activity, or sabbatical.
10. Square feet per student for space designated for studio-based learning
11. Admissions Requirements
12. Advising Policies; including policies for evaluation of students admitted from preparatory or preprofessional programs where SPC are expected to have been met in educational experiences in non-accredited programs
13. Policies on use and integration of digital media in architecture curriculum
14. Policies on academic integrity for students (e.g., cheating and plagiarism)
15. Policies on library and information resources collection development.
16. A description of the information literacy program and how it is integrated with the curriculum.

The following items were not available:

1. Student to Faculty Ratios for all components of the curriculum (i.e studio classroom/lecture, seminar)
2. Square feet per faculty member for space designated for support of all faculty activities and responsibilities.
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

2014 Team Assessment: Evidence in ARCH 638 Architectural Theory - Renaissance Through 19th Century and ARCH 639 Twentieth Century Architecture-Theory and Practice course assignments involving written, graphic and oral presentations reflect the ability to read, write, speak and listen effectively.

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

2014 Team Assessment: Evidence of design thinking skills was not found in the suggested course ARCH 633 Applied Systems. Student 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 was evident in ARCH 605 Design I.

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

2014 Team Assessment: Evidence of this SPC is found in courses ARCH 605, ARCH 606 and ARCH 607 Design I-III.
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] Not Met

2014 Team Assessment: Evidence of student ability to make technical drawings and digital models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design was found in a variety of required courses including ARCH 605, ARCH 606 and ARCH 607 Design I-III. There was no evidence of student work involving preparing outline specifications.

This SPC was Not Met in 2008.

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

[X] Met

2014 Team Assessment: Evidence in ARCH 638 Architectural Theory - Renaissance Through 19th Century and ARCH 639 Twentieth Century Architecture-Theory and Practice course assignments involving written, graphic and oral presentations reflect the ability to research and evaluate the material and communicate the results.

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

[X] Met

2014 Team Assessment: Evidence is demonstrated in the courses ARCH 605 and ARCH 606 Design I-II. Projects in ARCH 606 show an exemplary ability in the use of conceptual design processes in the development of fundamental design skills.

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

2014 Team Assessment: Evidence of the ability to incorporate principles of precedents is apparent throughout the M. Arch program coursework, notably in ARCH 605, 606, 607 Design I-III.

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

2014 Team Assessment: Evidence found in ARCH 605 Design I and other required courses including ARCH 606-607 Design II-III and ARCH 693 Final Project and ARCH 685 Final Study Proposal demonstrate understanding of natural and formal ordering systems that inform design.

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

2014 Team Assessment: Evidence from student work in several assignment formats—papers, debates, abstracts and presentations—demonstrate understanding of the multiple elements of this SPC. Students are required to complete one of two (or choose to accomplish both) course offerings ARCH 644 Seminar in Art and Architecture History or ARCH 649 History of Building Technology in the understanding of historical traditions and global culture. This achievement is the result of efforts by the Department since the 2008 visit including curriculum revision, hiring of two new tenure-track faculty, and the development of new course syllabi.

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

2014 Team Assessment: Students are required to complete one of two (or choose to accomplish both) course offerings ARCH 644 Seminar in Art and Architecture History or ARCH 649 History of Building Technology in the understanding of cultural diversity. Student work in both courses evidenced a thorough understanding of the implications of this diversity as related to architects.


[X] Met

2014 Team Assessment: Evidence of understanding of the role of applied research in determining function, form, and systems and their impact on human conditions and behavior was found in a number of courses including ARCH 605, ARCH 606 and ARCH 607 Design I-III. Applied research in the area of sustainable design was evident in a number of projects as a driver of design form and function.

Realm A. General Team Commentary: The program successfully meet the goals of broadly educating students across areas of social, cultural and environmental contexts including facility in a variety of mediums to communicate their impacts on design projects throughout the studio sections and supporting coursework - with the exception of addressing the requirement for students to create outline specifications as noted in A.4 Technical Documentation. This is the second consecutive visit that Technical Documentation is Not Met. The program has developed a notable implementation of technical seminars into the ARCH 605 Design I and ARCH 606 Design II studios, that can be a model for architectural education.
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

2014 Team Assessment: Evidence found in ARCH 685 Final Study Proposal student work demonstrated an ability to prepare comprehensive program statements for buildings and site amenities, site conditions and applicable laws/ordinances. ARCH 605, ARCH 606, ARCH 607 Design I-III and ARCH 693 Final Project demonstrate student abilities in site analysis, selection and design assessments.

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

2014 Team Assessment: Evidence of student ability to design sites, facilities and systems to provide independent and integrated use by individuals with physical disabilities was found in required courses ARCH 605, ARCH 606 and ARCH 607 Design I-III. Student's ability to comprehensively address accessibility within a single project across a range of scales from site to building to individual room was inconsistent.

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

2014 Team Assessment: Evidence was found in required courses ARCH 605, ARCH 606 and ARCH 607 Design I-III. Student work exhibited diverse strategies for reducing environmental impacts of buildings including orientation responsive to local solar and prevailing wind conditions, rainwater harvesting, and use of indigenous materials. Student work in ARCH 607 Design III provided further evidence of innovative approaches to building performance issues, with several projects demonstrating energy conservation through building envelope design, consideration of human health, and performance related to sustainable design.
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

2014 Team Assessment: ARCH 605 Design I’s Materials and Methods Seminar exams documented site characteristics such as soil type with design projects demonstrating response to topography and vegetation.

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

[X] Met

2014 Team Assessment: Evidence of student ability to apply the basic principles of life-safety systems with an emphasis on egress was found in required courses ARCH 605, ARCH 606 and ARCH 607 Design I-III. Basic principles of multiple means of egress from buildings and assembly spaces, door and corridor widths are evident in student projects. Some exceptions to basic principles were noted—for example, dead end corridor distance and an open stair as a second means of egress—but these appear to be isolated instances and not pervasive across multiple projects.

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

A.2. Design Thinking Skills  
A.4. Technical Documentation  
A.5. Investigative Skills  
A.8. Ordering Systems  
A.9. Historical Traditions and Global Culture  
B.2. Accessibility  
B.3. Sustainability  
B.4. Site Design  
B.7. Environmental Systems  
B.9. Structural Systems

[X] Not Met

2014 Team Assessment: Student projects in ARCH 607 Design III did not demonstrate full integration for comprehensive design. The various studio sections of this course taught by different instructors demonstrated widely varying engagement of all the elements of this SPC.

Several individual student projects in ARCH 606 Design II demonstrated comprehensive design ability, but achievement was inconsistent among the student work displayed, and not achieved across the several ARCH 606 sections offered. The Department’s integrative teaching model employed in some studios such as ARCH 606 and ARCH 693 Final Project, where selected technology faculty hold teaching assignments in conjunction with studio instructors, provides a compelling teaching approach to address this SPC. Faculty and students demonstrated keen interest in the subject matter as well as integration efforts in multiple areas of the program, but did not achieve the comprehensive design criteria.
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] Not Met

2014 Team Assessment: ARCH 657 Advanced Professional Practice and Ethics was indicated as addressing this SPC, but the student work presented—in exams and final team project—does not include evidence of the development of an understanding of the fundamentals of building costs.

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] Met

2014 Team Assessment: Evidence of student understanding of the principles of environmental systems design is present in ARCH 633 Applied Systems. Issues related to appropriate solar orientation, artificial and natural daylighting, thermal comfort, acoustics are addressed.

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

2014 Team Assessment: Evidence found in ARCH 631 Applied Structures demonstrates achievement of this SPC. Students also investigate precedents to learn about the evolution, range and appropriate application of contemporary structural systems. Evidence of application of knowledge of structural systems was found throughout the design studio sequence, supported by the presence of a structural consultant as part of the faculty teaching team.

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] Not Met

2014 Team Assessment: Evidence of student understanding of the basic principles involved in the appropriate application and performance of building envelope systems and associated assemblies relative to all aspects of the SPC was not consistently found in ARCH 606 Design II, or elsewhere. The degree to which each attribute of the building envelope was addressed varied widely among the projects.

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] Not Met
2014 Team Assessment: Evidence of student 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 was not consistently evident in the ARCH 606 Design II student projects, or elsewhere in the Team Room. While some projects demonstrated an understanding of the basic principles related to vertical transportation, consistent understanding related to other aspects of building systems was absent.

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

2014 Team Assessment: Evidence found in a variety of courses including ARCH 605, 606, 607 Design I-III, ARCH 693 Final Project as well as seminar courses ARCH 631 Applied Structures and ARCH 633 Applied Systems, demonstrate an understanding of material selection, appropriate building assemblies, products and systems including sustainable characteristics.

Realm B. General Team Commentary: Student achievement involving Integrated Building Practices, Technical Skills and Knowledge varied widely, ranging from Met with Distinction in B.3 Sustainability—where achievement was demonstrated across the curriculum—to multiple Conditions Not Met. Conditions Not Met in several cases involved a lack of addressing a particular elements of the SPC in the coursework indicated, while relative to B.6 Comprehensive Design different design studio sections appeared to pursue varied project types that did not address required elements of the SPC.

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] Not Met

2014 Team Assessment: While there was evidence of ARCH 605 Design I studio work involving multi-disciplinary teams of architecture and landscape architecture students, this collaboration was addressed in some studio sections and not others, at the discretion of the individual instructor. The program's design studio team teaching model which includes design studio faculty plus the regular presence and input of a structural engineering faculty member is extremely positive, augmented periodically by additional faculty from multiple backgrounds, but the presence of multi-disciplinary student teams across all sections was not found.
C. 2. Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

[X] Met

2014 Team Assessment: Evidence is present in numerous courses including in ARCH 644 Seminar in Art and Architecture History and ARCH 649 Advanced History of Building Technology, as well as ARCH 605, 606 and 607 Design I-III and ARCH 693 Final Project.

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

2014 Team Assessment: Evidence found in a variety of required courses including ARCH 605, 606, 607 Design I-III and ARCH 693 Final Project Studio as well as seminar courses ARCH 657 Advanced Professional Practice and Ethics, and ARCH 685 Final Study Proposal demonstrate that students develop an understanding of the needs of clients, owners, users and public-community domains.

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

[X] Met

2014 Team Assessment: Evidence found in ARCH 657 Advanced Professional Practice and Ethics student work demonstrates understanding of processes related to securing work, assembling teams, and alternative project delivery methods.

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

2014 Team Assessment: Evidence found in ARCH 657 Advanced Professional Practice and Ethics student work demonstrates an understanding of creating a business plan for a design firm, including financial projections, staffing and risk management. Not every student demonstrated understanding of dispute resolution methods.

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

2014 Team Assessment: Student work from ARCH 657 Advanced Professional Practice and Ethics provides evidence in student projects, presentations and final exam of understanding the building design and construction process, as well as environmental, social and aesthetic issues in their communities.
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

2014 Team Assessment: Evidence found in ARCH 657 Advanced Professional Practice and Ethics student projects and final exam demonstrate the required understanding of the range of the architect's legal responsibilities.

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

2014 Team Assessment: Evidence found in ARCH 657 Advanced Professional Practice and Ethics student work demonstrates an understanding of ethical judgments necessary for appropriate design and practice issues.

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

2014 Team Assessment: Evidence of student understanding of community and social responsibility was found in the required ARCH 657 Advanced Professional Practice and Ethics final exam.

Realm C. General Team Commentary:

The M. Arch program demonstrated broad achievement regarding Leadership and Practice across this realm in required coursework, advanced in Arch 657 Advanced Professional Practice and Ethics and the CRS Center for Leadership and Management in the Design and Construction Industry—with the exception of creating opportunities for students to work in multi-disciplinary teams to complete design projects. The M. Arch program overall, the College of Architecture and the University are notable for their shared ethos of multi-disciplinary collaboration, but students need an opportunity for these collaborations in required coursework.
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 (MSCAS); 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

2014 Team Assessment: TAMU is accredited by the Southern Association of Colleges and Schools (SACS), for the ten year period 2013-2022. The APR includes a letter from this regional accreditor to the university, dated January 15, 2013 indicating that the university’s next reaffirmation will take place in 2022.

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

2014 Team Assessment: The TAMU M. Arch. professional degree program includes professional studies, general studies, and electives, as outlined in 2013/14 online catalog and the M. Arch. program website.

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

2014 Team Assessment: The program has a curriculum review and development process in place that evaluates the performance of the M. Arch program relative to its position paper on the NAAB’s 5 Perspectives. The process reviews program achievements, challenges and expectations in relation to institutional opportunities, challenges and expectations. Curriculum review and development by the faculty is part of the department and college committee structure. Faculty CV’s provide evidence that licensed architects are included in this process.
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] Met

2014 Team Assessment: All SPCs are required to be met within the M. Arch program curriculum, rather than in preparatory/pre-professional educational experience. This new procedure was adopted by the program in 2010 and outlined through TAMU’s 2010 NAAB Focused Evaluation Program Report. NAAB identified this process as satisfactory in its 2010 NAAB Focused Evaluation Report.
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

2014 Team Assessment: The Statement on NAAB-Accredited degrees is available in the university’s 2013-14 online catalog, and in the M. Arch. program website, in the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

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

2014 Team Assessment: The NAAB Conditions and Procedures are posted on the M. Arch. program website, and are available in hardcopy in the Technical Resource Center (Library).

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.aias.org
- www.acsa-arch.org

[X] Met

2014 Team Assessment: The referenced career and professional organization links are made available through the M. Arch. program website.

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

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

[X] Met

2014 Team Assessment: All Annual Reports including the narrative, all NAAE Responses to the Annual Report, the final decision letter from the 2008 NAAB Visiting Team Report, the 2013 APR and 2008 Visiting Team Report, including attachments and addenda, are available in the Technical Resource Center (Library).

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

2014 Team Assessment: ARE pass rates are made available to current and prospective students and their parents by inclusion on the College of Architecture's Master of Architecture website, and are on reserve in the College's Technical Resource Center (Library).
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 Texas A&M University, APR, pp. 1

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

Reference Texas A&M University, APR, pp. 2

C. Long-Range Planning (I.1.4)

Reference Texas A&M University, APR, pp. 10-11

D. Self-Assessment (I.1.5)

Reference Texas A&M University, APR, pp. 12-15
2. **Conditions Met with Distinction**

(list number and title; include comments where appropriate)

A. **I.1.3 A. Architecture Education and the Academic Community**

**2014 Team Assessment:** The M. Arch program makes a strong and unique contribution to the institution and to the members of the multi-layered TAMU academic community, evident throughout the work and activities of the Department of Architecture. The program is openly valued by TAMU’s senior academic and college leadership for its creative thinkers, professionalism, project based learning, engagement with communities including housing and urban development, health systems, and special research initiatives.

The M. Arch curriculum is notable for the integration of diverse subject matter applied to real problems and sites. TAMU Centers and Institutes, including Heritage Conservation, Health Systems and Design, CRS Center for Leadership and Management in the Design and Construction Industry, Hazard Reduction and Recovery, Housing and Urban Development, Applied Creativity, Sustainable Coastal Communities and Energy Systems Laboratory are unique resources of focus available to students and faculty in the M. Arch program, and connect to interdisciplinary efforts across the campus. The strong faculty commitment to collaboration with students ARCH 693 Final Project committees (composed of multiple faculty within the department, and with at least one from outside) also provides strong contributions to the university, and a holistic perspective.

Commitment to the development of new knowledge is a hallmark of the university, department and M. Arch. program, which has one of the largest Ph.D. in Architecture degree programs in the country. Many Ph.D. trained Architecture faculty are licensed architects, and active in grant-supported scholarship, enriching collaboration on ARCH 693 Final Project committees. Along with these strengths, there is an acute self-awareness expressed by faculty, students and administrators to better validate the role of active practitioners within this academic community, relevant to the delivery of professional education in architecture.

B. **I.1.3E Architecture Education and The Public Good**

The structure and mission of the various Centers engaging the Master of Architecture Program, including:

- Heritage Conservation
- Health Systems and Design
- CRS Center for Leadership and Management in the Design and Construction Industry
- Hazard Reduction and Recovery
- Housing and Urban Development
- Applied Creativity
- Sustainable Coastal Communities
- Energy Systems Laboratory

are particularly beneficial in integrating students into research-supported projects benefitting the public.

C. **I.2.3 Physical Resources—Architecture Ranch**

Facilities, equipment and expert staff support experimentation and research into daylighting and digital fabrication at the TAMU Riverside campus.
D. Realm B: Integrated Building Practices, Technical Skills and Knowledge

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.

Diverse strategies toward sustainability were found across the design studio curriculum and in many courses.
3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,

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Program Response to the Final Draft Visiting Team Report
29 May 2014

Ms. Cassandra R. Pair
Director of Accreditation

Dear Ms. Pair,

Thank you for forwarding the VTR Final draft in your e-mail of May 23 and for offering the opportunity to respond to the report.

We take no exception to the report and thank the team members for their diligence in closely evaluating the student work and supporting documentation in the team room.

We agree with item 3.A. Coordination and Documentation of Student Outcomes as a cause of concern and believe that the inconsistent outcomes across multiple studio sections are the key challenge to our faculty and leadership. The move to totally satisfying all SPC’s within the Master of Architecture program began in the Academic year 2012/13 as noted in the APR and in some cases course evidence was based on the first cycle of these changes.

Our faculty teams in the core studio courses, ARCH 605, 606 and 607 are improving in their ability to meet the SPC’s assigned to their respective courses, to develop new teaching models like the inclusion of technical faculty in the studio environment, to integrate the broad range of content making up the SPC’s, and to do so with a focus on high quality student work. That said, our internal evaluation identified a number of areas where we will be improving consistency across course sections, specifically:

- The development of an outline specification for the project in ARCH 607
- The inclusion of basic building systems concerns during the programming, schematic and early design development stages in ARCH 606 and 607:
- Closer mentoring of students in regard to life safety issues; dead end corridors, enclosed egress stairs in ARCH 605, 606 and 607:
- The development of a cost estimate for the project in ARCH 607 and a
- Renewed focus on plans, sections and details necessary for technical documentation in ARCH 607
- The collaboration with allied design professions in ARCH 605

We will make these improvements by:

- Adjusting the composition of faculty teams in ARCH 605, 606, and 607 the core studio courses, to position faculty with deeper insight into professional issues in those courses:
- Having the department head and associate department head meet with studio faculty prior to each semester to clarify the SPC and curricular expectations for the studio:
- Having the department head and associate department head participate in midterm reviews to observe compliance with the SPC’s and curricular issues assigned to the course, and follow up with faculty for adjustments prior to the semester ending:
- Evaluating the outcomes from these core studios annually and adjusting faculty assignments, expectations and curriculum to meet the SPC’s.

We again thank the visiting team and the NAAB leadership for their careful evaluation of our program and look forward to presenting updated outcomes resulting from our action plans at your pleasure.

Sincerely,

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