

**Marywood University
School of Architecture**

2016 Initial Accreditation Visiting Team Report

Bachelor of Architecture (165 credits)

The National Architectural Accrediting Board
September 21, 2016

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

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

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I. Summary of Visit

a. Acknowledgements and Observations

The team would like to thank Dean Jim Sullivan, the faculty, the staff, and the students of the architecture program for their efforts in preparing for and hosting our visit. In particular, a very well-prepared APR and team room—and frank discussions during our meetings—greatly assisted in helping us understand the program and find the evidence we needed to review the program outcomes.

The team made the following observations:

- The team found a renewed energy on the campus that comes from having beautifully designed new buildings, which include the architecture building. The addition of an architecture program has had a positive impact on the university as a whole, as acknowledged by the interim provost and the librarians.
- There is close collaboration between the architecture and interior architecture programs.
- The team appreciated learning that students are taking initiatives and assuming leadership roles, such as creating the Transfer Committee.

b. Conditions Not Met

- B.6 Environmental Systems
- B.9 Building Service Systems
- C.3 Integrative Design

II. Progress Since the Previous Site Visit (2014)

2009 Condition 1.1.2 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.

Previous Team Report (2014): This condition is not yet met, as both elements are not in the affirmative. Evidence of a supportive learning culture is seen in guideline documents describing expectations of staff, students and faculty in personal and professional interactions.

The learning culture is also based on the belief that architectural education must seek, generate, examine, and transfer knowledge with breadth and imagination. They believe that the design studios remain the fulcrum of an architect's education. It is the place of individual and group exploration, research, discovery, testing of ideas, theories, and concepts. The design studio is positioned to test the quilted knowledge concept and to be a center of holistic learning. They stress the importance of craft in whatever the student undertakes. They also have the woodshop, metal shop and computer labs that support the learning culture in the discovery exploration and presentation. Central to this learning culture is the innovative nature of the facility that houses the architectural program, The Center for Architectural Studies. The facility demonstrates the advantages of adaptive use rather than a new facility. It is a LEED Gold building that has a highly versatile learning environment for students, faculty and staff.

Evidence does not exist in the architecture program in reference to a clear policy on diversity that is communicated to current and prospective faculty, students and staff that is reflected in the distribution of the program's human, physical, financial resources. There is also no plan in place to maintain or increase the diversity of its staff and students.

Because the program is so new the School of Architecture has not formulated a strategic plan to guide the school's overall growth and development of diversity-related issues concerning student admission and hiring.

2016 Visiting Team Assessment: In spring 2016, the Marywood University architecture program wrote and adopted a written studio culture policy that is positive and respectful for both students and faculty. During faculty and student discussions, the team found that this policy is a collaboration between students and faculty. The APR states that the policy is distributed, presented, and available to all students. In addition, each semester, students sign a Professional Conduct Policy for Students, which incorporates the studio culture policy.

The team found evidence that the learning culture is positive and respectful. Marywood University and the School of Architecture have a learning culture in which students are encouraged to learn both inside and outside the classroom by fusing the curriculum with values that reinforce the school's mission. Students, professors, and staff mutually encourage one another to engage and innovate. Throughout the student body, there is strong evidence of optimism as well as a healthy sense of competition and drive to improve. Students feel supported and encouraged to join organizations that are both program specific and campus wide.

The School of Architecture developed and ratified a Diversity and Inclusion Plan with action items that have been incorporated into the school's 2015-2016 Strategic Plan. The APR includes Marywood University's Strategic Plan, which focuses on creating a culturally diverse and global educational experience for students and faculty. The APR provides information from student, faculty, and personnel handbooks, where

equal employment opportunity is described. The APR also references the university's Diversity and Equity Plan, which includes strategic goals related to recruitment and retention of students and faculty from groups of people that are underrepresented in the school and its programs. Social equity initiatives include promoting proactive diversity in the lecture series, scholarships, connections to Luzerne County Community College and the regional Charter High Schools of Art and Design, and outreach by organizations, such as the Transfer Committee, NOMAS, and AIAS Women in Architecture.

2009 Condition 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.*

Previous Team Report (2014): This condition is not yet met. The APR states that a draft of the school's strategic plan would be developed during the summer of 2014. Therefore no plan was included in the APR. The team asked for the plan as part of its preparation for the visit, and was informed upon arrival that, "With the addition of two new faculty for fall, 2014, we felt that we should postpone the development of the school's first strategic plan." Currently in the sixth year of admitting students, this plan will become critical to the school's future development.

2016 Visiting Team Assessment: Since its inception, the School of Architecture's Strategic Plan has focused on growing the school and earning NAAB accreditation. Since 2009, the school has completed two phases of facility construction, hired faculty, developed classes with associated content and syllabi, recruited students, and achieved initial and continuing candidacy. With the school now at its full size and on the cusp of earning initial accreditation, the faculty, under the direction of the dean, has developed formal governing documents to guide the school moving forward. This effort includes the ratification of the following: the School of Architecture's Mission and Values, Bylaws, Strategic Plan for 2015-2020, Diversity and Inclusion Plan, Studio Culture Policy, and Architecture Program Self-Assessment Procedure.

In 2015, the university undertook a planning process to develop the 2016-2021 Strategic Plan based on the accomplishments of the university's 2010-2015 Plan. The dean and a member of the architecture faculty participated in this process as part of the university's Planning Committee. Concurrent with the development of the university's plan, the School of Architecture developed its Strategic Plan for 2015-2020. While the school's plan supports and explicitly links to the university's plan, the school elected to organize its plan around key aspects of its Mission and Values, specifically: (1) the professional dimension of the school's programs, (2) the liberal arts dimension of the university's identity, (3) the rigorous studio-based curricula of the school's programs, (4) the belief that architects may do good in the world through their work and other actions, and (5) the school as a community of students, faculty, alumni, and professionals.

These five factors are the categories of the school's Strategic Plan that will be assessed, maintained, and strengthened over the next 5 years. These categories have associated outcomes, which, in turn, have action items and steps that are prioritized, with key personnel and resources identified where possible. The plan, as provided to the team, lists these items.

Data is collected by the university and internally by the school. This data is supposed to include information about the university, school, and program, and about the program's peer institutions for the purpose of comparison. Tracking was completed on August 1, 2016, for the following: students (enrollment, retention, demographics, and high school credentials), faculty (number, faculty per student credit hour, faculty per student, and demographics), critics and lecturers (number and demographics), and technology (equipment and number). A copy of the results was provided in the team room.

2009 Condition 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.

Previous Team Report (2014): This condition is not yet met. Without the long range plan, self-assessment is difficult to accommodate. The school has not yet demonstrated a formal self-assessment process.

2016 Visiting Team Assessment: Since 2014, the program has implemented a self-assessment process under the leadership of the dean. Much of the process is in its early development phase, with the accreditation visit serving as an impetus for initiating curricular review. While the goal of attaining accreditation has been a primary focus of the program, other goals of the program are clearly articulated with itemized actions. The Mission and Values statements provide a foundation for these goals.

The program worked to address the deficiencies and causes of concern identified at the time of the last visit. In discussions with the dean and the faculty, the team learned that the School of Architecture anticipates defining a stronger identity while continuously improving learning opportunities.

The architecture program faculty work with the university's Office of Planning and Institutional Effectiveness (OPIE) to systematically collect, analyze, and utilize data

related to the program's student learning outcomes. Taskstream is an electronic tool for analyzing components of the School of Architecture's assessment plan. It gives the institution the capability to record, manage, and archive information on students' achievement of learning outcomes.

In spring 2015, the architecture program initiated the development of an assessment program related to the school's revised Mission and Values. The faculty identified key elements of its Values Statement as curricular learning outcomes for assessment. These elements are: Conceptual and Formal Clarity, Social Agency and Collaboration, Disciplinary Consciousness, and Material Speculation. The purpose of assessing these outcomes is to gauge the degree to which the program successfully achieves its curricular aspirations. To this end, the program is developing assessment rubrics for each learning outcome with qualities and characteristics of student work that are indicative of levels of achievement. The Assessment Sub-Committee of the Curriculum Committee will be responsible for assessment.

Each semester for every class, student input is received through a university-administered course evaluation process in an online system, and results are given to faculty and to the dean. The dean provided copies of the evaluation form and examples of the completed course evaluations to the team, and he verified that he uses the evaluations in faculty performance reviews and to see if any trends develop.

2009 Condition I.3.1 Statistical Reports¹. *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.*

¹ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

- Compare to number of faculty receiving tenure at the institution during the same period.
- Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

Previous Team Report (2014): This condition is not yet met. No reports were provided.

2016 Visiting Team Assessment: Annual Statistical Reports no longer appear in the APR. However, the program must certify that all statistical data submitted annually to the NAAB is accurate; therefore, the APR contains a letter from Marywood's associate vice president for planning and institutional effectiveness verifying that the statistical data submitted to the NAAB through the Annual Report Submission system is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Educational Statistics. The most current Statistical Report was provided to the team by the NAAB.

2009 Condition 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.*

Previous Team Report (2014): This condition is not yet met. Curricular modifications are processed through organic but not structured faculty discussions. Through faculty consensus the modification is approved.

Inclusion of any required steps at the university level have not been described for course and curriculum approvals.

2016 Visiting Team Assessment: Since 2014, the program has implemented a self-assessment process under the leadership of the dean. Much of the process is in its early development phase, with the accreditation visit serving as an impetus for initiating curricular review. While the goal of attaining accreditation has been a primary focus of the program, other goals of the program are clearly articulated with itemized actions. The Mission and Values statements provide a foundation for these goals.

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The architecture program faculty work with the university's Office of Planning and Institutional Effectiveness (OPIE) to systematically collect, analyze, and utilize data related to the program's student learning outcomes. Taskstream is an electronic tool for analyzing components of the School of Architecture's assessment plan. It gives the institution the capability to record, manage, and archive information on students' achievement of learning outcomes.

In spring 2015, the architecture program initiated the development of an assessment program related to the school's revised Mission and Values. The faculty identified key elements of its Values Statement as curricular learning outcomes for assessment.

These elements are: Conceptual and Formal Clarity, Social Agency and Collaboration, Disciplinary Consciousness, and Material Speculation. The purpose of assessing these outcomes is to gauge the degree to which the program successfully achieves its curricular aspirations. To this end, the program is developing assessment rubrics for each learning outcome with qualities and characteristics of student work that are indicative of levels of achievement. The Assessment Sub-Committee of the Curriculum Committee will be responsible for assessment.

Each semester for every class, student input is received through a university-administered course evaluation process in an online system, and results are given to faculty and to the dean. The dean provided copies of the evaluation form and examples of the completed course evaluations to the team, and he verified that he uses the evaluations in faculty performance reviews and to see if any trends develop.

2009 Condition 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)

Previous Team Report (2014): This condition is not met. While the School of Architecture website does provide a link to the NAAB homepage, the direct links to the 2009 NAAB Conditions for Accreditation and the current NAAB Procedures for Accreditation are not found.

2016 Visiting Team Assessment: The School of Architecture website provides a link to the NAAB Homepage, and direct links to the *2014 NAAB Conditions for Accreditation* and the current *NAAB Procedures for Accreditation*. The team confirmed that the links are functioning.

2009 Condition 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

Previous Team Report (2014): This condition is not met. The School of Architecture website provides a link to the NCARB homepage. Other resources are not linked. Career guidance in

architecture is provided as part of the Marywood University career counseling, and informally through student's faculty advisor.

2016 Visiting Team Assessment: The School of Architecture website provides links to career development resources. It also provides students with information on licensing and the ARE. Career guidance in architecture is provided as part of Marywood University's career counseling and informally through the students' faculty advisor. The team confirmed that the links are functioning.

2009 Criterion 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.*

Previous Team Report (2014): This criterion is not met. Evidence of student ability in Technical Documentation was not found in work prepared for ARCH 313 Building Assemblies and ARCH 420 Design Studio VIII: outline specifications are missing from student work.

2016 Visiting Team Assessment: SPC A.4 became SPC B.4 and is now *Met*. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 313 Building Assemblies and ARCH 320 Design Studio VI.

2009 Criterion 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.*

Previous Team Report (2014): This criterion is not met. Evidence of student understanding of Historical Traditions and Global Culture was not found in work prepared for ARCH 113 History of Architecture I, ARCH 123 History of Architecture II, ARCH 420 Design Studio VIII (Comprehensive), ARCH 450 Design Studio IX or ARCH 453 History & Theory of Urban Form.

2016 Visiting Team Assessment: SPC A.9 has been revised and is now SPC A.7; it is now *Met*. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 113 History of Architecture I, ARCH 123 History of Architecture II, ARCH 224 Theories of Architecture, and ARCH 453 History and Theory of Urban Form.

2009 Criterion 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.*

Previous Team Report (2014): This criterion is not met. Evidence of student understanding of Cultural Diversity is not found where referenced in ARCH 113 History of Arch. I, ARCH 224 Theories of Architecture, ARCH 450 Design Studio IX, and ARCH 453 History & Theory of Urban Form.

2016 Visiting Team Assessment: SPC A.10 has been revised and is now SPC A.8; it is now *Met*. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 113 History of Architecture I and ARCH 453 History and Theory of Urban Form.

2009 Criterion 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.

Previous Team Report (2014): This criterion is not yet met. Some student work indicates that this performance criteria is addressed in the curriculum, however, there is no evidence that the ability is prevalent in the studio projects beyond an occasional turning radius for a wheelchair or entry ramp into a building. Disabled parking spaces are not delineated. Demonstration of height requirements, grab bars, knee room, or devices associated with sight, hearing or cognitive disabilities are not evident.

2016 Visiting Team Assessment: SPC B.2 and B.5 have been merged into SPC B.3; it is now *Met*. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 420 Design Studio VIII (Integ.), ARCH 450 Design Studio IX, and ARCH 460 Design Studio X.

2009 Criterion B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2014): This criterion is not met. This criterion was attempted to be addressed in ARCH 420 Design Studio VIII (Comprehensive) by including life safety diagrams in the comprehensive project. Although diagrams are included, these diagrams indicate that the basic principles are not understood and the students are not able to apply the knowledge.

2016 Visiting Team Assessment: SPC B.2 and B.5 have been merged into SPC B.3; it is now *Met*. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 420 Design Studio VIII (Integ.), ARCH 450 Design Studio IX, and ARCH 460 Design Studio X.

2009 Criterion 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	

Previous Team Report (2014): This criterion is not met. Projects in ARCH 420 Design Studio VIII (Comprehensive) failed to address in any significant way:

- A.4 Technical Documentation
- A.5 Investigative Skills
- A.9 Historical Traditions and Global Culture

B.2 Accessibility

B.5 Life Safety

B.7 Environmental Systems

2016 Visiting Team Assessment: SPC B.6 has been revised and is now SPC C.3. The specific list of required Student Performance Criteria under B.6 has been eliminated, although the topics have not, and environmental stewardship has been added. The new SPC C.3 is **Not Met**. The low-pass projects in ARCH 420 Design Studio VIII and ARCH 460 Design Studio X did not demonstrate the prescribed level of achievement required for this SPC and lacked evidence of any consideration of environmental stewardship and site conditions.

2009 Criterion 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.*

Previous Team Report (2014): This criterion is not met. Evidence of acquisition costs, project financing and funding, financial feasibility, operational costs and construction estimating, beyond that of schematic square foot estimates, could not be found.

2016 Visiting Team Assessment: SPC B.7 has been revised and is now SPC B.10; it is now **Met**. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 462 Professional Practice.

2009 Criterion 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.*

Previous Team Report (2014): This criterion is not met. ARCH 411 Environmental Systems I and ARCH 421 Environmental Systems II address much of the material, but evidence of understanding of active heating and cooling sources and when they are most appropriate, embodied energy, air quality, and acoustics are missing from the documentation.

2016 Visiting Team Assessment: SPC B.8 has been revised and is now SPC B.6. In addition, it has been raised to the level of ability. The new SPC B.6 is **Not Met**. Student work prepared for ARCH 411 Environmental Systems I and ARCH 421 Environmental Systems II demonstrated some topics of this SPC only at the understanding level.

2009 Criterion 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.*

Previous Team Report (2014): This criterion is not yet met. Evidence regarding the thorough study of topics noted in this SPC were not found where referenced. All items from this SPC remain missing from course work.

2016 Visiting Team Assessment: SPC C.5 has been revised and is now SPC D.3; it is now **Met**. Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 462 Professional Practice.

III. Compliance with the 2014 Conditions for Accreditation

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

This part addresses the commitment of the institution and its faculty, staff, and students to the development and evolution of the program over time.

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

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

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

2016 Analysis/Review: Marywood University was founded in the spirit of dedicated service characteristic of the Sisters, Servants of the Immaculate Heart of Mary. Marywood College was founded in September 1915. In 1917, the college was incorporated under the laws of the Commonwealth of Pennsylvania and, in 1921, it became a charter member of the Middle States Association of Colleges and Schools. In 1997, Marywood College became Marywood University, which now consists of four colleges and one free-standing school: the Munley College of Liberal Arts and Sciences, the College of Health and Human Services, the Insalaco College of Creative and Performing Arts, the Reap College of Education and Human Development, and the School of Architecture. Men have attended the institution through special programs since the 1920s, with the first degree recipient on the graduate level receiving his degree in 1965.

The university's mission emphasizes the legacy of the Immaculate Heart of Mary (IHM) Sisters and their belief in social justice through education and service to others. It roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The university integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience that promotes academic excellence, advances innovative scholarship, and fosters leadership in service to others.

The School of Architecture was established in 2009 as a free-standing school with a new program in architecture and a program in interior architecture that moved from the College of Creative Arts and Management. Since that time, the architecture program has offered three degrees: a preprofessional Bachelor of Environmental Design in Architecture degree (B.E.D.A.), a professional Bachelor of Architecture degree (B. Arch), and a post-professional Master of Architecture degree (M. Arch). Additionally, the School of Architecture offers a B.F.A. Design degree (Interior Architecture/Design) and an M.A. degree in Studio Arts (Interior Architecture). The first class of the professional program graduated in May 2014. The current enrollment in the program is 142 students.

The School of Architecture's mission emphasizes the professional, studio-based nature of its program and its context in a liberal arts institution. The architecture program contributes to and benefits from the university's mission, identity, and founding principles by offering:

- A professional program in architecture, which is the first and only such program in the northeastern region of Pennsylvania and which supports the university's and the IHM sisters' long-standing commitment to providing educational opportunities to the people in the region.
- An architecture program that offers an architectural professional degree in the context of a liberal arts setting and supports the "comprehensive learning experience" called for in the university's mission.
- An architecture program that engages in service to others through faculty, staff, and student work.

- An architecture program that encourages the architecture faculty to engage in scholarship.

The mission of the School of Architecture reflects the mission of the university. The team verified this relationship through conversations with the dean and the students.

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

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include, but are not limited to, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: This condition is **Met with Distinction**. In spring 2016, the Marywood University architecture program wrote and adopted a written studio culture policy that is positive and respectful for both the students and the faculty. In discussions with faculty and students, the team found that this policy is a collaboration between students and faculty. The APR states that the studio culture policy is distributed, presented, and available to all students. In addition, each semester, students sign a Professional Conduct Policy for Students, which incorporates the studio culture policy.

The team found evidence that the learning culture is positive and respectful. Marywood University and the School of Architecture have a learning culture in which students are encouraged to learn both inside and outside the classroom by fusing the curriculum with values that reinforce the school's mission. Students, professors, and staff mutually encourage one another to engage and innovate. Throughout the student body, there is strong evidence of optimism as well as a healthy sense of competition and drive to improve. Students feel supported and encouraged to join organizations that are both program specific and campus wide.

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

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

2016 Analysis/Review: The School of Architecture developed and ratified a Diversity and Inclusion Plan with action items that have been incorporated into the school's 2015-2016 Strategic Plan. The APR includes Marywood University's Strategic Plan, which focuses on creating a culturally diverse and global educational experience for students and faculty. The APR provides information from student, faculty, and personnel handbooks, where equal employment opportunity is described. The APR also references the university's Diversity and Equity Plan, which includes strategic goals related to recruitment and retention of students and faculty from groups of people that are underrepresented in the school and its programs. Social equity initiatives include promoting proactive diversity in the lecture series, scholarships,

connections to Luzerne County Community College and the regional Charter High Schools of Art and Design, and outreach by organizations, such as the Transfer Committee, NOMAS, and AIAS Women in Architecture.

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

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2016 Analysis/Review:

A: Collaboration and Leadership. The architecture program provides students with multiple opportunities to work together toward shared goals, and, in the context of these interdependent efforts, it provides opportunities to exercise leadership. Opportunities to learn and practice collaboration and leadership come through required coursework and elective activities. Collaboration is well demonstrated in the coursework for ARCH 122 Design Thinking, ARCH 310 Design Studio V, and ARCH 320 Design Studio VI. Leadership is demonstrated by students' participation in the School of Architecture student council, AIAS, and the school's committees.

B: Design. The APR describes the program's approach as iterative in that assignments re-frame and re-present concepts and processes in different contexts and on varying scales. Design processes are cumulative in that what is taught in courses one semester is predicated on learning in a prior semester. Over time, the exercises grow in complexity, with an increasing number of factors that must be taken into account in the design project. Fifth-year students summarize their studies in self-directed projects that explore the discipline of architecture. Their projects incorporate more experimentation, speculation, and innovation in an integrative design process, which is represented in ARCH 450 Design Studio IX and ARCH 451 Art and Craft of Building.

C: Professional Opportunity. The program utilizes practical learning/experience initiatives to prepare students for internships, licensure, and practice. Required and elective courses inform students regarding career paths and opportunities. Students are exposed to the NCARB Architectural Experience Program (previously the NCARB Intern Development Program), have the opportunity to be involved in the American Institute of Architecture Students (AIAS) chapter, and have access to the program's Architect Licensing Advisor. Of particular importance is the involvement of local and regional professionals in the review of students' studio work at design mid-reviews and/or final reviews. Opportunities to interface with local practitioners are available through AIAS and Architect Licensing Advisor programs. The school's 2015-2020 Strategic Plan includes increasing student professional and governing activities, developing student organizations, supporting student travel to professional meetings, and funding visiting critics for student reviews. The curriculum offers opportunities for field trips and a semester abroad in Florence, Italy. The above information was found in the APR and was verified in discussions with faculty and students.

D: Stewardship of the Environment. The program is in the process of fully implementing its response to changing this NAAB Condition from an SPC to a Defining Perspective. The program's previous focus was on two areas: energy in buildings and strategies of LEED Certification. In response to the change regarding this condition, the program is implementing a curricular strategy that will augment existing studios as well as history and theory courses. Outside of the curriculum, the school has an in-house recycling program in which assigned work-study students regularly collect semi-used model and project materials. These materials are stored in the Recycled Materials Closet and are available for students' use. The materials in this closet are widely used, as verified by the team during discussions in student meetings. The architecture building, itself, is a LEED Gold facility and is used as a teaching tool.

E: Community and Social Responsibility. Marywood University's core value of service states the university's "commitment to promoting social responsibility, which fosters community engagement to meet real needs." The architecture program develops graduates to be active and engaged citizens through required and elective coursework that includes service-oriented projects that benefit the community. The efficacy of the program is demonstrated by student projects in ARCH 110 Foundation Design I in which students design and construct toys to be donated to a charity, student work in ARCH 320 Design Studio VI in which students design, represent, and construct a small full-scale project for a community group, and student participation in the Spring Competition, where students self-organize into teams of three or four participants to design an assigned competition project.

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

2016 Visiting Team Assessment: Since its inception, the School of Architecture's Strategic Plan has focused on growing the school and earning NAAB accreditation. Since 2009, the school has completed two phases of facility construction, hired faculty, developed classes with associated content and syllabi, recruited students, and achieved initial and continuing candidacy. With the school now at its full size and on the cusp of earning initial accreditation, the faculty, under the direction of the dean, has developed formal governing documents to guide the school moving forward. This effort includes the ratification of the following: the School of Architecture's Mission and Values, Bylaws, Strategic Plan for 2015-2020, Diversity and Inclusion Plan, Studio Culture Policy, and Architecture Program Self-Assessment Procedure.

In 2015, the university undertook a planning process to develop the 2016-2021 Strategic Plan based on the accomplishments of the university's 2010-2015 Plan. The dean and a member of the architecture faculty participated in this process as part of the university's Planning Committee. Concurrent with the development of the university's plan, the School of Architecture developed its Strategic Plan for 2015-

2020. While the school's plan supports and explicitly links to the university's plan, the school elected to organize its plan around key aspects of its Mission and Values, specifically: (1) the professional dimension of the school's programs, (2) the liberal arts dimension of the university's identity, (3) the rigorous studio-based curricula of the school's programs, (4) the belief that architects may do good in the world through their work and other actions, and (5) the school as a community of students, faculty, alumni, and professionals.

These five factors are the categories of the school's Strategic Plan that will be assessed, maintained, and strengthened over the next 5 years. These categories have associated outcomes, which, in turn, have action items and steps that are prioritized, with key personnel and resources identified where possible. The plan, as provided to the team, lists these items.

Data is collected by the university and internally by the school. This data is supposed to include information about the university, school, and program, and about the program's peer institutions for the purpose of comparison. Tracking was completed on August 1, 2016, for the following: students (enrollment, retention, demographics, and high school credentials), faculty (number, faculty per student credit hour, faculty per student, and demographics), critics and lecturers (number and demographics), and technology (equipment and number). A copy of the results was provided in the team room.

I.1.6 Assessment:

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

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

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

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

2016 Analysis/Review:

A. Program Self-Assessment Procedures: Since 2014, the program has implemented a self-assessment process under the leadership of the dean. Much of the process is in its early development phase, with the accreditation visit serving as an impetus for initiating curricular review. While the goal of attaining accreditation has been a primary focus of the program, other goals of the program are clearly articulated with itemized actions. The Mission and Values statements provide a foundation for these goals.

The program worked to address the deficiencies and causes of concern identified at the time of the last visit. In discussions with the dean and the faculty, the team learned that the School of Architecture anticipates defining a stronger identity while continuously improving learning opportunities.

B. Curricular Assessment and Development: The architecture program faculty work with the university's Office of Planning and Institutional Effectiveness (OPIE) to systematically collect, analyze, and utilize data related to the program's student learning outcomes. Taskstream is an electronic tool for

analyzing components of the School of Architecture's assessment plan. It gives the institution the capability to record, manage, and archive information on students' achievement of learning outcomes.

In spring 2015, the architecture program initiated the development of an assessment program related to the school's revised Mission and Values. The faculty identified key elements of its Values Statement as curricular learning outcomes for assessment. These elements are: Conceptual and Formal Clarity, Social Agency and Collaboration, Disciplinary Consciousness, and Material Speculation. The purpose of assessing these outcomes is to gauge the degree to which the program successfully achieves its curricular aspirations. To this end, the program is developing assessment rubrics for each learning outcome with qualities and characteristics of student work that are indicative of levels of achievement. The Assessment Sub-Committee of the Curriculum Committee will be responsible for assessment.

Each semester for every class, student input is received through a university-administered course evaluation process in an online system, and results are given to faculty and to the dean. The dean provided copies of the evaluation form and examples of the completed course evaluations to the team, and he verified that he uses the evaluations in faculty performance reviews and to see if any trends develop.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2016 Team Assessment: Based on information in the APR, conversations with the School of Architecture administration and faculty, and personal observation at the school, the team finds that:

- The program demonstrates that its faculty teaching load falls within the university standards.
- The Marywood University Architect Licensing Advisor attended NCARB's 2015 and 2016 Licensing Advisor Summit as well as numerous other training sessions. The ALA's position is broadly promoted in the school.
- Full- and part-time faculty can request funding from the Faculty Development Committee (FDC) to assist with travel to professional conferences, materials for research or creative endeavors, and fees associated with publishing books or journal articles.
- Support services are available to students, including the Office of Retention and Advising, Disability Services, Military and Veterans Affairs, Tutoring Services, Student Life, Behavioral Intervention Team, Office of International and Multicultural Initiatives, Student Health Services, Student Counseling, and Development and Career Services.

Additionally, each student is assigned a faculty advisor in the program, who offers academic, career, and personal advice. The Architect Licensing Advisor offers formal career guidance and advises students on the process for becoming licensed.

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

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

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

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

[X] Described

2016 Team Assessment: The physical resources condition is **Met with Distinction**. The Center for Architectural Studies is a renovated gymnasium, which was completed in two phases. It is a LEED Gold building and embraces the school's mission regarding environmental stewardship and collaborative learning. The building provides more than adequate open spaces for studios, extensive fabrication facilities, flexible critique areas, and overall inviting space for student/faculty interaction. Faculty offices are open (glazed walls on two sides) and accessible to students. Exposed building systems provide direct student contact with technical building elements. The program has plans to overcome and eliminate several challenges that it perceives with regard to a few functioning spaces, which are elaborated on in the 2016 APR. Currently, additional space in the building is available for studio or lecture space, but there is no need to use it at this time. The students, faculty, staff, and university administration take great pride in the building. The school's physical resources are described in detail in the APR (pages 44-50). The team was afforded an in-depth guided tour of the building's facilities.

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

[X] Demonstrated

2016 Team Assessment: The APR listed the expense categories in the architecture program budget that the program has control over, which primarily cover services, supplies, and operational matters. In discussions with the dean, it was confirmed that full-time personnel budgets are administered at the president's level. In the various discussions with the dean, faculty, students, and staff, the team learned that financial resources have been made available to support requests for items such as personnel, equipment, or other support.

The APR stated that the program's operating budget has been stable since the previous NAAB visit. However, Marywood University has just undertaken a campus-wide strategic resource allocation (SRA) through which every academic and non-academic activity will be examined to assess its contribution to the university's overall success. The initial recommendations are being reviewed by the president.

The dean provided an update on the results of the SRA process. The recommendations regarding the School of Architecture are:

- The Bachelor of Architecture program was identified as a candidate for increased academic resources (e.g., faculty positions).
- The School of Architecture was identified as a candidate for reduced support resources (e.g., non-academic staff, technology, consumables, and travel). Additionally, a recommendation has been made that a student fee be established, such as a technology or program fee.

The interim provost discussed this process with the team and stated that the architecture program was one of those selected to have increased resources. A process for the report to be reviewed by faculty across campus is scheduled for November 2016. Architecture faculty members mentioned that this new effort for financial transparency is a positive thing.

There is no endowment for the architecture program, nor have there been any funded scholarships designated specifically for students in the program.

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

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

[X] Demonstrated

2016 Team Assessment: Marywood University's library, the Learning Commons, is adjacent to the School of Architecture. The School of Architecture also has its own library resources within its building. The architecture collection is new and is in the process of growing and acquiring more books and resources to support the architecture program's educational activities. Faculty are actively involved in acquiring new acquisitions. The university has an interlibrary loan system, which significantly expands the collection to which the students and faculty have access.

Both the university and school libraries provide students with access to print and online resources. Students have access to eight faculty librarians as well as a liaison librarian designated to support the architecture program and to provide both group and individual instruction. Team members visited both sites.

I.2.5 Administrative Structure and Governance:

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

[X] Described

2016 Team Assessment: The APR provides administrative structure diagrams for both Marywood University and the School of Architecture. The team met with the interim provost, dean, faculty, and staff, who confirmed the information provided in the APR. Copies of governance policies were available in the team room and on the university website. The role of the faculty, staff, and students in academic and institutional policy making was confirmed in meetings during the team visit, in the faculty bylaws, and in faculty and student policy statements.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 122 Design Thinking, ARCH 214 Digital Media II, and ARCH 310 Design Studio V. The ability of students to speak effectively was evident from the team's observation of studios and conversations with student leaders.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 110 Foundation Design I, ARCH 120 Foundation Design II, and ARCH 210 Design Studio III.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 410 Design Studio VII and ARCH 420 Design Studio VIII.

A.4 Architectural Design Skills: *Ability* to effectively use basic formal, organizational, and environmental principles and the capacity of each to inform two- and three-dimensional design.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 120 Foundation Design II and ARCH 210 Design Studio III.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 120 Foundation Design II and ARCH 210 Design Studio III.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 450 Design Studio IX and ARCH 460 Design Studio X.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 113 History of Architecture I, ARCH 123 History of Architecture II, ARCH 224 Theories of Architecture, and ARCH 453 History and Theory of Urban Form.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 113 History of Architecture I and ARCH 453 History and Theory of Urban Form.

Realm A. General Team Commentary: The team found evidence that students, through a diverse range of media, were able to build abstract relationships and to understand the impact of ideas based on research and analysis. Students were able to communicate through graphics, writing, and model-making, and they demonstrated that they were being broadly educated. Model-making was a valued practice both in investigation and in presentation.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be

able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

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

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 310 Design Studio V, ARCH 450 Design Studio IX, and ARCH 460 Design Studio X.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 210 Design Studio III, ARCH 220 Design Studio IV, and ARCH 450 Design Studio IX (A).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 420 Design Studio VIII (Integ.), ARCH 450 Design Studio IX, and ARCH 460 Design Studio X.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 313 Building Assemblies and ARCH 320 Design Studio VI.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 312 Structures I, ARCH 322 Structures II, and ARCH 460 Design Studio X.

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

[X] Not Met

2016 Team Assessment: Student work prepared for ARCH 411 Environmental Systems I and ARCH 421 Environmental Systems II demonstrated some topics of this SPC only at the understanding level.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 313 Building Assemblies and ARCH 420 Design Studio VIII (Integ.).

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 313 Building Assemblies, ARCH 320 Design Studio VI, and ARCH 420 Design Studio VIII (Integ.).

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

[X] Not Met

2016 Team Assessment: No documented evidence of student learning outcomes for the topics of communication and security systems was provided.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 462 Professional Practice.

Realm B. General Team Commentary: The items for B.6 and B.9 have changed, and there are some items in each criterion where there is no evidence of student achievement.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 122 Design Thinking and ARCH 451 Art and Craft of Building.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 410 Design Studio VII, ARCH 420 Design Studio VIII, and ARCH 450 Design Studio IX.

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

[X] Not Met

2016 Team Assessment: The low-pass projects in ARCH 420 Design Studio VIII and ARCH 460 Design Studio X did not demonstrate the prescribed level of achievement required for this SPC and lacked evidence of any consideration of environmental stewardship and site conditions.

Realm C. General Team Commentary: The program made an effort to recognize and integrate the technical components that are essential to the design process. Student work demonstrated achievement at the different levels (understanding and ability) in synthesizing a wide range of variables into an

integrated design solution. The team recognized that there has been a change from comprehensive design to integrative design.

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

Student learning aspirations for this realm include:

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

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

[X] Met

2016 Team Assessment: Student understanding of stakeholders' roles in architecture was achieved through work completed for ARCH 320 Design Studio VI (Design Build) and through ARCH 110 Foundation Design I as evidenced by supplemental documentation.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 462 Professional Practice.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 462 Professional Practice.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 462 Professional Practice.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 462 Professional Practice.

Realm D. General Team Commentary: The intent of the curriculum was clear, and evidence for all but one SPC was found in ARCH 462 Professional Practice. An understanding of stakeholder roles in architecture was not found in ARCH 462, but was found in ARCH 320 Design Studio VI (Design Build).

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

[X] Met

2016 Team Assessment: In the APR, the program supplied a copy of the letter from the Middle States Commission on Higher Education (MSCHE) to Marywood University reaffirming the program's accreditation and stating that its next periodic review was scheduled for 2015-2016. The MSCHE website indicates that Marywood University is accredited and that its next self-study review is scheduled for 2016-2017.

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

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

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

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

[X] Met

2016 Team Assessment: The School of Architecture is aware that it needs to change the title of its post-professional degree, and it provides a timeline in the APR outlining the process of changing the title: review and assess the nomenclature in spring 2017, propose the title change to the university in fall 2017, and institute the new nomenclature in fall 2018.

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

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

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

[X] Met

2016 Team Assessment: The team confirmed that transfer material satisfying Student Performance Criteria is administered through faculty evaluation of portfolio material. Sample forms and files for preparatory education and transfer evaluation were provided in the team room. The team confirmed that the transfer student portion of the university admission page website clearly states the transfer evaluation process and its implications for the length of study for completing a professional degree.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2016 Team Assessment: This condition has been **Met** on the university website: www.marywood.edu/architecture/about/accreditation//naab.html.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: The School of Architecture website provides a link to the NAAB Homepage, and direct links to the 2014 NAAB Conditions for Accreditation and the current NAAB Procedures for Accreditation. The team confirmed that the links are functioning.

II.4.3 Access to Career Development Information:

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

[X] Met

2016 Team Assessment: The School of Architecture website provides links to career development resources. It also provides students with information on licensing and the ARE. Career guidance in architecture is provided as part of Marywood University's career counseling and informally through the students' faculty advisor. The team confirmed that the links are functioning.

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.

- The most recent APR.²
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2016 Team Assessment: The School of Architecture website provides links to all APRs, VTRs, and decision letters from the NAAB. The team confirmed that the links are functioning. Interim Progress Reports are not available since they are not applicable.

II.4.5 ARE Pass Rates:

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

[X] Met

2016 Team Assessment: The APR states that the program has yet to have graduates take the ARE. In the APR, a link on the university's website to the NCARB website is provided, where such institutional information is found. The team found that this link is active and goes to the correct NCARB webpage.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2016 Team Assessment: The team confirmed that admission information, including processes and policies, is provided on the university website. The university utilizes the Common Application. There is no portfolio requirement. Sample advising files provided to the team in the team room included advising appointment records, degree program progress reports, audits and transfer evaluation forms, and signed copies of the Professional Conduct Policy for Students.

II.4.7 Student Financial Information:

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.

² This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

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

[X] Met

2016 Team Assessment: The team confirmed that student financial information is available on the university website and includes scholarship information, direct and estimated costs, a net price calculator, financial aid information, and veteran benefits.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2016 Team Assessment: The APR contains a letter from Marywood University's associate vice president for planning and institutional effectiveness verifying that the statistical data submitted to the NAAB through the Annual Report Submission system is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Educational Statistics.

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation*, 2012 Edition, Amended).

[Not applicable]

2016 Team Assessment: This condition is not applicable since the 2015 NAAB Procedures for Accreditation require interim reports only after a program has received either a 4-year or an 8-year term of continuing accreditation.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

I.1.2 Learning Culture

The team found evidence that the learning culture is positive and respectful. Marywood University and the School of Architecture have a learning culture in which students are encouraged to learn both inside and outside the classroom by fusing the curriculum with values that reinforce the school's mission.

I.2.2 Physical Resources

The Center for Architectural Studies is a LEED Gold building and embraces the school's mission regarding environmental stewardship and collaborative learning.

Appendix 2. Team SPC Matrix

Year	Semester	Course Number	Course Title	Credits	Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering System Skills	Use of Precedents	History & Global Culture	Cultural Diversity & Social Equity	Pre-Design	Site Design	Codes & Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Sys. & Assemblies	Building Materials & Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations & Decision Making Design Process	Integrative Design	Stakeholder Roles In Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct			
			Student Performance Criteria		A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	C1	C2	C3	D1	D2	D3	D4	D5			
			Ability																														
			Proficiency																														
1st	FALL	ARCH 110	Foundation Design I	4																													
		ARCH 111	Intro to the Design Env	1	NO SPCs IN THIS COURSE																												
		ARCH 113	History of Architecture I	3																													
	SPRING	ARCH 120	Foundation Design II	4																													
		ARCH 122	Design Thinking	2																													
		ARCH 123	History of Architecture II	3																													
		ARCH 124	Digital Media I	3	NO SPCs IN THIS COURSE																												
2nd	FALL	ARCH 210	Design Studio II	6																													
		ARCH 214	Digital Media I	3																													
	SPRING	ARCH 220	Design Studio IV	6																													
		ARCH 224	Treasures of Architecture	3																													
3rd	FALL	ARCH 310	Design Studio V	6																													
		ARCH 312	Structures I	3																													
		ARCH 313	Building Assemblies	3																													
	SPRING	ARCH 320	Design Studio VI	3																													
		ARCH 322	Structures I	3																													
4th	FALL	ARCH 410	Design Studio VII	6																													
		ARCH 411	Environmental Systems I	3																													
	SPRING	ARCH 420	Design Studio VII (Reg)	6																													
		ARCH 421	Environmental Systems I	3																													
5th	FALL	ARCH 450	Design Studio IX(A)	6																													
		ARCH 451	Art & Craft of Building	3																													
		ARCH 452	LEED Building Certification	3	NO SPCs IN THIS COURSE																												
	SPRING	ARCH 453	Hst. & Theo. of Urban Form	3																													
		ARCH 460	Design Studio X(A)	6																													
		ARCH 462	Professional Practice	3																													

Appendix 3. The Visiting Team

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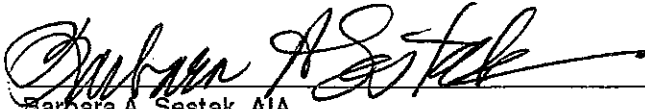
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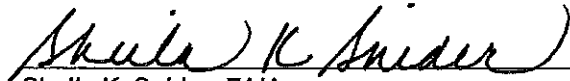
V. Report Signatures

Respectfully Submitted,



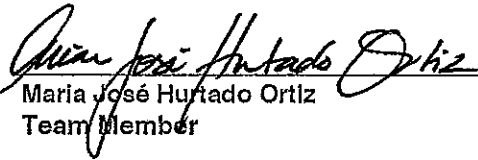
Barbara A. Sestak, AIA
Team Chair

Representing the ACSA



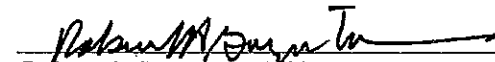
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Representing the AIA



Maria José Hurtado Ortiz
Team Member

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Robert A. Boynton, FAIA
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Representing the NCARB



Catherine Q. Wetzel
Nonvoting Team Member

