Lawrence Technological University
College of Architecture and Design

Visiting Team Report

Master of Architecture
Track I   (132 undergraduate credits + 36 graduate credits)
Track II (Pre-professional degree + 36 graduate credits)
Track III (Non pre-professional degree or coursework + 90 graduate credits)

The National Architectural Accrediting Board
2 April 2014

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I.   Summary of Team Findings

1.   Team Comments & Visit Summary

President Dr. Moudgil and Provost Dr. Vaz strongly support the program, its research and outreach efforts. They have implemented changes at the institutional level that allowed the College of Architecture and Design (CoAD) to receive funding from external sources. They have also supported the architecture program's initiatives with internal funding. It is evident the CoAD dean, associate dean and all staff members are dedicated to the success of the architecture program. The administrative structure maintains excellent communication among the various constituencies of the CoAD. It implements changes where necessary and pursues academic areas that add to the quality of its offerings. The faculty are assets to the architecture program. It is a body that resolves disagreements through healthy debate, yet remains unified in purpose. New positions have been created, tenure-track appointments have been made, faculty have been tenured, and highly qualified adjuncts have been recruited and retained. They have actively pursued grants and contracts, have done research, and have developed a variety of projects. Alumni dedication and the regional professional community have also strengthened the architectural program. The M. Arch students excel academically and professionally, as is evident in their grade point averages, academic honors, and awards received.

The architecture program thrives in a challenging environment. Its offerings evolved as the construction economy collapsed and the professional practice dwindled. It confronted the crisis of Detroit by adding to the forces that would rebuild it. Even with some reductions, the CoAD has been able to expand contributions in research and outreach. The architecture program revised its curriculum and scheduling, and reorganized its resources to encourage interdisciplinary interactions and collaborations inside and outside the university. It added research labs and community-based initiatives with national and international impacts. It has the opportunity to lead an exploration of the best approaches to distance-learning for a relevant architectural professional education. It connects and collaborates with other regional institutions offering accredited professional degrees in architecture, as well as with community colleges and high schools. It is positioned to be a central player in the new Detroit Center for Design and Technology (DCDT). This is a facility that will consolidate efforts already in place, if it can gain the space necessary.

The visiting team found a number of conditions met with distinction, including five SPC. However, the team also found some areas of concern. One regards the number of women faculty. Another is the program's ability to sustain its areas of strength during difficult economic times. Additionally, there are four student performance criteria (SPC) that raised questions, and one student performance criterion is not met.

2.   Conditions Not Met

A. SPC: C.7 Legal Responsibilities

3.   Causes of Concern

A.   Social Equity- Faculty: Disparity between the percentage of women in the faculty body and of graduating female students.

B.   Financial Resources: As a tuition-based university, LTU is particularly sensitive to the vagaries of the economy, which can have negative impacts on the ability of the college to offer a quality architecture professional program.

C.   SPC: B.5 Life Safety: Complex topic that requires more attention.

D. SPC: C.3 Client Role in Architecture: Some of the evidence found is from 2009 coursework.

E. SPC: C.4 Project Management: Some of the evidence found is from 2009 coursework.

F. SPC: C.5 Practice Management: Some of the evidence found is from 2009 coursework.

4.   **Progress Since the Previous Site Visit (2008)**

2004 Criterion 13.14, Accessibility: *Ability to design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2008): Even though this criterion was introduced in the early design studios, the projects in ARC 4114 Architecture Design Studio 5, and graduate level studios consistently lacked accessible parking spaces.

> **2014 Visiting Team Assessment:** This is now criterion B.2: Accessibility. The criterion is now met.

2004 Criterion 13.34, Ethics and Professional Judgment: Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Previous Team Report (2008): The team found only cursory references to professional ethics in the professional practice lecture series, and no evidence of understanding in the student work presented.

The team encountered students who had taken ethics classes offered by other programs as part of dual majors; it appears that the architectural offerings in this subject are not on par with other courses in the university.

> **2014 Visiting Team Assessment:** This is now criterion C.8: Ethics and Professional Judgment. The criterion is now met.

II.   Compliance with the Conditions for Accreditation

Part One (I): INSTUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

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

2014 Team Assessment: The condition is met. The information was provided in the APR, and in the materials in the team room.

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

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

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

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

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

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

2014 Team Assessment: Learning Culture: Both students and faculty conveyed a strong sense of mutual respect and support. The faculty is quick to praise the accomplishments of the students in both academics and in extracurricular matters. On their part, students indicated feeling fully supported by the faculty, and were grateful for the help provided to them by their professors. The faculty and staff are readily available to the students. Students have expressed appreciation for the initiative and energy the faculty bring to the university.

The program has a list of "Studio Rights and Responsibilities" and a "Studio Code of Conduct" that is distributed to students every semester, and has been pinned up for red-lining by students who confirmed that the faculty follow these regulations on studio culture. Students mentioned that though the workload may be intense, yet the professors take fair consideration of the amount of time it takes to work on projects.

Students are supportive and optimistic about the potential of new programs and on-going restructuring of the program's curriculum. The schedule of the studios has been modified to encourage student and faculty interaction, and space allocated to exhibitions has been added and enhanced. The program is in an on-going conversation on other ways to increase networking, and building community. The CoAD has created opportunities for inter-disciplinary experiences, and for completing dual degrees.

Social Equity

The university has instituted a policy on diversity, and has established a disability services office. The architecture program's chair holds open bi-monthly meetings with students to discuss any issue of their interest. The CoAD offers in-house academic advising and counseling. Students have access to tutoring. Architecture students have access to work/study scholarships and research assistantships through the university and within the college.

The staff is introduced to students and faculty in the CoAD convocation. The staff's roles and responsibilities are clear, as attested by the highly informed responses the team received. They exhibit a collaborative attitude, and communicate well. The CoAD staff a highly skilled group of individuals committed to the success of the CoAD and its programs. The university supports the staff's professional development, including tuition reimbursement.

A cause of concern is that the percentage of women in the faculty body, both in tenure and tenure-track positions, and among adjuncts in the architecture program does not reflect the percentage of women enrolled in the professional program. It is in the interest of social equity that this relationship be improved. Women account for more or less 40% of the M. Arch graduates. The same disparity is reflected in the number of faculty that are tenured and tenure-track. Twenty-five percent of the tenured positions are held by women, and none are tenure-track. None of the full professors are women, 27% at the associate-level and 20% at the assistant-level are women. 25% of the adjuncts faculty are women.

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

A. **Architectural Education and the Academic Community**. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.
    [X] The program is responsive to this perspective.

    2014 Team Assessment: The program fulfills this condition in a number of ways. First, in relation to how it serves the university, the faculty and students are active contributors to knowledge generated by the university and adds to its visibility locally, nationally, and internationally. The College of Architecture and Design (CoAD) holds "Brown Bag" Lectures, hosts a Public Lecture series and the Seminars on Sustainability (SOS) to which the architecture program contributes. The program in collaboration with other units in the college, organizes exhibitions on campus at the UTLC Gallery, the Level Gallery and the Brick Gallery; and off-campus at the Studio Couture. The College's and the architecture program's research labs generate work recognized nationally. These are the Detroit Studio, the detroitSHOP, the studio[Ci], the International Design Clinic [IDC], and makeLab. These labs engage

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

multidisciplinary teams. The College has hosted a number of national conferences in the last few years: the ARCC Spring Architectural Research Conference, the Society of Architectural Historians Annual Conference, and the American Institute of Architects Research Summit. It co-hosted the 40th National Organization of Minority Architecture [NOMA] Annual Conference.

The faculty present their creative work and research at conferences, they publish and practice, and their work has been distinguished with awards. The architecture faculty research work has been recognized among others by the National Council of Registration Boards [NCARB]. The studio[Ci] has received funding from non-profit and private foundations such as the Coleman Foundation, the Ford Motor Company Fund, and the Kresge Foundation. The detroitSHOP has received funding from local agencies and individuals, and is expected to become part of the new LTU Detroit Center .These labs engage multidisciplinary teams. The makeLab has received funding from industry and from foundations. The work of all these labs has been presented and published widely.

The architecture students' organizations place the university in public view. Architecture students belong to honors societies such as: the Tau Sigma Delta Honor Society, the Lawrence Technological University Honors Society, the Lambda Iota Tau and Tau Iota honors societies, and the CoAD Dean's Student Leadership Council. The students' work has been recognized in design competitions. The GPA of students entering the CoAD for the first time is higher than the university's total average. Attesting to the caliber of the students in the architecture professional program, in 2013 more than half graduated with distinction.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: Students receive substantial collaboration and leadership opportunities through organizations and within the curriculum. The diverse nature of the student body provides them with opportunities for individual growth, allowing them to understand the values that differing life experiences bring to the discussion. Many courses are taught with students from allied fields, thus preparing them for a future where they will be members of diverse teams. The wide range of community-based practice fosters an understanding of what it means to work in a global world, and helps students to become competent leaders as both architect and citizen. The CoAD supports student organizations and their projects, including the AIAS Chapter's "Freedom by Design" program. Students attend the professional conferences hosted by the CoAD, and participate in the research generated by the various labs and centers.

The architecture program's innovation in the use and access of new technology is commendable. The integration of digital fabrication and video conferencing into education shows responsiveness to an evolving profession and world, positioning students to be pioneers in the field. Students expressed confidence in their abilities as designers, and their work exhibits proficient, deliberate design thinking skills.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: The LTU program is profession-focused. Over 90% of graduating students have positions in either architectural firms, or firms in related fields, within a month after graduation. Students are familiar with IDP and many have established NCARB records, even if they are unsure at this juncture in their careers about ultimate licensure. A majority of the professionally trained faculty are licensed, which is supported by the college. They serve as role models for the students.

The department provides multiple opportunities for students throughout their careers at LTU to connect to the profession through visiting faculty, reviews, professional and social events, and to learn about licensure and the regulatory environment. An IDP coordinator has been appointed, and is actively engaged with the students to establish their records, and promoting connections with prospective employers with whom they can fulfill their internships.

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

[X] The program is responsive to this perspective.

2014 Team Assessment: Students are exposed to a diversity of courses that cover issues relevant to the profession, thus preparing them to enter an evolving profession. The program has a robust adjunct faculty of which over half are licensed architects providing a professional perspective to the program. The program has an international presence as evidenced by work in China, Albania, India, South America, and Europe. The program maintains a close relationship with the Detroit Chapter of the AIA, and AIA Michigan

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

[X] The program is responsive to this perspective.

2014 Team Assessment: This perspective is met with distinction. The program and the college introduce and involve students in alternative practice approaches addressing underserved communities. Recurring studios initiate and develop community-based projects locally through the Detroit Studio, detroitShop, studio[CI], and internationally through the International Design Clinic, and the makeLab projects. The program has a consistent record of involvement, which is widespread among the faculty and the students. The visiting team considers that in the near future the new Detroit Center, which will anchor and consolidate a variety of outreach and service projects into one place, will ensure maintaining this standard at the highest level.

I.1.4 Long-Range Planning: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and

culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.

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

2014 Team Assessment: This condition is met. Evidence can be found in the APR. Also, in the team room diagrams and descriptions were provided on modifications planned for the curriculum, dual degrees, interdisciplinary efforts, and off-campus initiatives.

I.1.5 Self-Assessment Procedures: The program must demonstrate that it regularly assesses the following:
▪ *How the program is progressing towards its mission.*
▪ *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
▪ *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
▪ *Self-assessment procedures shall include, but are not limited to:*
  ○ *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  ○ *Individual course evaluations.*
  ○ *Review and assessment of the focus and pedagogy of the program.*
  ○ *Institutional self-assessment, as determined by the institution.*
The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

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

2014 Team Assessment: The CoAD prepares program level assessment studies each year in conjunction with the university-wide assessment initiatives. The studies are based on the university's educational goals, and when applicable the NAAB student performance criteria.

The college has worked over the last several years to link assessment and response to NAAB student performance criteria and to NAAB's observations resulting from the 2008 accreditation visit. The architecture program is progressing in execution of its mission in four ways:

- Ongoing assessment is occurring as part of an overall university program.
- The college assessment committee has forwarded its recommendations for action.
- Every semester student evaluations for all courses are solicited, collected, analyzed and returned to faculty and copied to the department chair.
- The faculty recently completed significant revisions to the architectural design course sequence and to the visual communications course sequence.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:
▪ *Faculty & Staff:*
  o *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions[2].*
  o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  o *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  o *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  o *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  o *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

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

2014 Team Assessment: Information on policies for faculty/staff hiring and promotions was found in the University Faculty/Staff Handbook, and is established at the university level. Class loads are broadly established at the University level, but fine-tuned at the departmental level.

Since the last accreditation the CoAD hired a new associate dean, and a new architecture department chair, and appointed a full time faculty as associate chair for the department of architecture. The dean and associate dean work in collaboration with a marketing director to network and raise funds for the program. The team agrees with the institutional suggestion to add a position dedicated to support program advancement through grants and contracts, given the size of the program and of its aspirations. In addition, the team supports the CoAD proposal to create a "Professor of Practice" part-time appointment with access to a teaching assistant and travel funds, to retain and attract talented adjunct professionals.

The department has a large number of adjunct faculty, which means students have the opportunity to have enriched and diverse studio and lab experiences. This works well in the current economic climate, and in this location, the Detroit metro area. The flip side is that the program may be relying too much on adjunct faculty to satisfy all areas of the curriculum, which may be a problem if the economy changes significantly. This endangers the stability and evolution of the program. The team notes that this is already overloading full time faculty in areas like academic advising.

Emerging programs like the online course offerings are completely in the hands of adjuncts not under contract to the CoAD, which means it has no real control over course content, or the ultimate success or failure of this venture. This is critical as an architecture program's accreditation is directly linked to the students' attainment of skills and knowledge fulfilling SPCs as evidenced in the work generated in their coursework. Since this has been identified by the program as a promising area of growth, the

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

situation is troubling. The visiting team concurs with the CoAD's assessment that it is urgent it appoints a full time faculty to serve as online architecture professional education coordinator.

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

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

2014 Team Assessment: The CoAD has developed a clear selection process for students admitted into the program. In depth self-assessment of admissions procedures has been documented and provided. The department has demonstrated careful consideration of the qualifications of incoming students with regards to NAAB SPC that have been completed through pre-professional education. Transfer students into the graduate level of the program expressed satisfaction with the admission and credit transfer process. They described the process as fair and beneficial, ensuring they were prepared for the coursework. The visiting team confirmed that rules are applied equitably following a documented process.

Among the range of resources available to students are a CoAD archivist and architectural resources librarian, a wood shop manager, and a staffed printing center. An IDP coordinator has been appointed and is actively engaged with the students. Students have in-house access to academic and financial aid advising. They also have access to tutoring services.

I.2.2 Administrative Structure & Governance:
- *Administrative Structure: An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

[X] Administrative Structure is adequate for the program

2014 Team Assessment The university administration supports the college in carrying out its program. The administrative structure is effective, as attested by conversations with the team, materials available in the team room on university consultation on policy and proposed initiatives, and on the CoAD efforts.

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

[X] Governance opportunities are adequate for the program

2014 Team Assessment: The dean is committed to creating opportunities that ensure students, faculty and staff are involved in program and institutional governance. The faculty are organized into a college-level faculty council. In addition there are area and studio coordinators that steward the implementation of the curriculum, and also participate in determining program-specific rules and processes. The student body is represented by a student leadership council that meets with the college dean. The program chair has instituted an individual or group direct consultation process. The

architecture program chair reports directly to the dean, and forms part of the CoAD's administrative council.

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:
- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2014 Team Assessment: Evidence of this was determined through a tour of the facilities, in the meetings with the various constituencies, and from information provided in the APR. Net enrollment is down from the previous visit, so the press for facilities noted in the previous 2008 VTR did not occur. Also, the program's administration has completed the reorganization of some areas, allowing for better utilization of existing space. The architecture resource lab continues to be housed within the college. This is an asset. The college also has an in-house plotting and copy center, and several digital graphics labs. At the start of their matriculation each architecture student receives a laptop with necessary software.

A new light lab under construction will provide a valuable resource to students. The CoAD has proposed the consolidation and expansion of the woodworking shop, the makeLab space, and future material lab. This would provide a better user experience for the students, allow for wider exposure to the digital lab experience, including larger scale construction and experimentation, and make true the goal to engage in learning in action using the most up-to-date processes. The program has identified this as a unique strength.

Pending is the consolidation of the graduate studios on the first floor of UTLC, as proposed by the college, which will allow for better integration of the M. Arch program studios, and for better interaction between the undergraduate and graduate students. Since the last visit the freshman class has been assigned dedicated studio workspace. The visiting team is encouraged by the university and the college's continuation of this practice, as it ensures an appropriate learning environment that builds and supports a community of learning.

The CoAD is currently negotiating to occupy an entire floor level in the new Detroit Center for Design and Technology in Detroit, to effectively implement its projects. The visiting team is encouraged by the prospects this entails for the development of the architecture program's research, entrepreneurial, and outreach capacity. The team concurs with the CoAD that the program's position will be strengthen, if appropriate space is granted. This is an area of the program's uniqueness.

I.2.4 Financial Resources: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.

[X] Financial Resources are adequate for the program

2014 Team Assessment: Evidence was provided in the budget that the university and the college provide adequate resources for the program. The CoAD dean defines and manages the architecture department's budget. The dean consults with the department chair to establish priorities. The dean and the associate dean fundraise for the department assisted by a marketing director. Individual faculty members also raise funds for their projects. The university is building an endowment that will greatly benefit the CoAD, and the architecture program. Currently, the dean of the CoAD has to seek permission from the central administration to talk with potential donors.

Many institutions are learning how to make do with little and this institution is no different. It has benefited from a poor economy both locally and nationally, but that may only be temporary. This institution relies heavily on tuition payments as its primary source of operational funding. It is hampered by the lack of an endowment, which will be needed in times of increasing expenses. As a tuition-based university, it is particularly sensitive to the vagaries of the economy, which can have negative impacts on the ability of the College to offer quality programs. This is a cause of concern as it has potential for serious consequences

I.2.5 Information Resources: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.

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

[X] Information Resources are adequate for the program

2014 Team Assessment: The University has adequate resources. The in-house Architectural Resource Center (ARC) is a valuable resource for all students. It is a depository of information specific to architecture and construction, maintains a digital image collection, archives materials related to the Affleck House, provides photographic and projection equipment, as well as other types of equipment. Through the ARC students have access to databases, and the archivist/librarian provides research assistance. There is a small material sample collection, which is limited in part because there is not enough space in the building. The program currently keeps portions of the collection in different places.

The university's main library is located at a building across from the CoAD. It is noted that LTU's library is the repository of the Albert Kahn books collection. The periodical collection has increased since the last visit. Architecture students are active users of the materials. The library catalogs the students' practice portfolio generated as part of coursework in their last year. Students have found the library useful in their research endeavors. They also reported there was room for growth.

PART I: SECTION 3 – REPORTS

I.3.1 Statistical Reports[3]. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

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

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

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

2014 Team Assessment: Data was provided comparing numbers from 2011 and of the last visit. It reveals that the total number of students in the program has increased, and that the student population has become slightly more diverse. The percentage of women in the program stayed unchanged at 36%. The percentage of students that take "normal time to completion" increased from 27.7% to 33.9%. The percentage of students that took 150% of normal time to completion increased from 13.6% to 40.3%. This means that a third of the students are finishing in normal time, while more than a third are finishing in 150% of that time. The data also indicate that the percentage of women in the program has been fixed at 36%, while the graduation rate between men and women is the same at 50%.

Since the last visit the number of full time faculty has shrunk, and has become somewhat less diverse. The part-time adjunct faculty is a diverse body based on the team observations, but data is not available on the statistical reports included in the APR. Since the last visit three men have received tenure, and two women. One faculty member was promoted to full professor, and five were promoted from assistant to associate professors.

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

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

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

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

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

2014 Team Assessment: NAAB provided a digital copy of the Annual Reports, with information. All reports are available via the CoAD's web site.

I.3.3 Faculty Credentials: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.

In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

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

2014 Team Assessment: The team was provided with a binder containing the resume of all permanent and adjunct teaching staff, as well as the matrix highlighting their specializations. There is a broad range of expertise within the faculty which was evident in the teaching matrix and the faculty exhibit. Over half of the faculty, both full time and adjunct, are licensed professionals. In addition, over 70% of the adjuncts have a master's degree. The building systems courses are taught by adjuncts, who are licensed architects and engineers.

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

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

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

2014 Team Assessment: All the documentation was provided in the team room binders, and graphic materials.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

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

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

[X] Met

2014 Team Assessment: The criterion is met. Evidence to support fulfillment was found in ARC 3613: History of Designed Environments 1; and ARC 3623: History of Designed Environments 2, as demonstrated in the exams' essay questions. It was also found in ARC 4183: 20th Century Architecture in the writing of a prospectus, argumentative critical essay and response to a historical article. Writing in this course is rigorous. Equally thorough is the reading, analysis and argumentative writing required for ARC 5013: Research Methods. Additional evidence was found in ARC 6833: Practice Portfolio.

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

[X] Met

2014 Team Assessment: The criterion is met. Evidence can be found in ARC 2117: Integrated Design I, in ARC 4XX4 Studio, and in ARC 5804 Critical Practice Studio.

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

[X] Met

2014 Team Assessment: Evidence of visual communication skills were found in Arc 4xx4 Allied Design Studio, and ARC 5804, and ARC 6833 Practice Portfolio. Concepts developed in these

courses were applied in other studio course work. Student portfolios developed in ARC 6833 also exhibited the concepts developed in above mentioned courses.

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

[X] Met

2014 Team Assessment: Evidence was found in the student work of ARC 2323 demonstrating the satisfaction of this SPC.

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

[X] Met

2014 Team Assessment: Criterion is met. Evidence was found in work generated for ARC 5013: Research Methods; and in ARC 5804: Critical Practice, which is produced collaboratively in teams. It was also found in individual work generated for ARC 5824: Advanced Design Studio 2.

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

[X] Met

2014 Team Assessment: Students' work from Integrated Design Studio 1, Arch Foundational Studio 1 and Practice Portfolio demonstrated ability in fundamental design skills.

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

[X] Met

2014 Team Assessment: Strong analytical skills are present, and the ability to apply lessons learned by precedent analysis, especially at the graduate level. There is room for enhancement in ability to relate projects to precedent analysis at the undergraduate level.

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

[X] Met

2014 Team Assessment: This criterion is met. Evidence was found in ART 113 and ART 1133 mainly on formal systems for the "Direct Entry" Track students. It was also found in ARC 2117 particularly on the natural systems. For students in the "3+" Track, clear evidence was found in work developed for ARC 5014: Architecture Foundation Studio 1, working with a variety of media including physical models. It was also found in ARC 5024: Architecture Foundation Studio 2 in the digital 2D and 3D diagramming.

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

[X] Met

2014 Team Assessment: This criterion is met. Some evidence was found where indicated in ARC 3613: History of Designed Environments 1 and ARC 3623: History of Designed Environments 2. There is an inherent difficulty in packing into two history lecture courses the responsibility to meet this criterion. In ARC 3613: History of Designed Environments 1, the expected ancient monuments are discussed in detail in Europe, Near and Middle East, and Asia. In this sense the course opens the doors to the world outside Europe. In ARC 3623 students study the work of U.S. architectural firms in places other than the U.S., which by itself does not provide evidence to satisfy the criterion. On the other hand, students consider the work from an historical perspective that includes religious traditions and power systems. Evidence was found in the ARC 4XX4 Allied Design Studio for the "Direct Entry" track students. For the "3+" Track students, evidence was found in ARC 5814: Advanced Design Studio 1, and in ARC 5824: Advanced Design Studio 2 where contemporary works of architecture from around the world are investigated considering material, structure, and construction methods.

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

[X] Met

2014 Team Assessment: The criterion is met. In ARC 3623: History of Designed Environments 2 the discussion on "gendered spaces" addresses this criterion directly. Also from a historical perspective, the study of seminal architects' work on the "self' to "Other" relationship as manifested in form, function, and meaning provides evidence satisfying criterion. For the students in the "Direct Entry" track evidence is also found in ARC 4XX4: Allied Design Studio. For all students evidence was found in ARC 5814: Advanced Design Studio 1 and in ARC 5824: Advanced Design Studio 2.

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

2014 Team Assessment: The criterion is met. Evidence was found in ARC 5814: Advanced Design Studio 1, and in ARC 5824: Advanced Design Studio 2 in studies of materials, joints, and construction systems. In ARC 5013 evidence was found in the research that supports individual students' research proposals, and in the discussion of findings. Also, evidence was found in Arc 5804: Critical Practice Studio in work developed collaboratively exploring structural systems and materials. For students in the "Direct Entry" track, evidence was also found in ARC 4XX4: Allied Design Studio.

Realm A. General Team Commentary: Student work evidences fulfillment of all criteria in Realm A. The faculty have worked and continue to ensure that a critical design thinking approach permeates process, that students practice research, and translate their findings into action. There is also an emphasis on visualization and model-making that results in work that uses media and representation devices as design exploration tools.

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

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

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

[X] Met

2014 Team Assessment: This criterion is met with distinction. Evidence was found in the student work of ARC 5014 and ARC 2126. A high level of detail in both the objective and subjective realms was exhibited in the high pass example.

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

[X] Met

2014 Team Assessment: Evidence was found in the student work of ARC 5114 and ARC 5024 demonstrating the satisfaction of this SPC.

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

[X] Met

2014 Team Assessment: Evidence was found in the student work of ARC5814, ARC 5824, ARC 6514 and ARC 6524 demonstrating the satisfaction of this SPC.

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

[X] Met

2014 Team Assessment: Evidence was found in the student work of ARC 5014, ARC 2117 and ARC 3126 that demonstrates the satisfaction of this SPC. It was demonstrated most strongly in work dealing with site watersheds and topography.

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

[X] Met

2014 Team Assessment: Evidence was found in the student work of ARC 5024 demonstrating the satisfaction of this SPC. Yet, this is a highly complex topic and students did not demonstrate a compelling understanding of that complexity, particularly at the graduate level. Fully engaging the skills and knowledge this criterion entails is a cause of concern. More work can be done on this 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	

[X] Met

2014 Team Assessment: The criterion is met. Clear evidence was found in ARC 4114 and ARC 5114. Taken as a whole the work generated by students in the advanced design studios satisfies the SPC.

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

[X] Met

2014 Team Assessment: The criterion is met. Evidence was found in ARC 2323 Building Systems 2, ARC 3117 Integrated design 3 and ARC 5913 Professional Practice. There is opportunity for increasing attention to construction estimates and life cycle costs.

B. 8.   **Environmental Systems:** *Understanding* **the principles of environmental systems'
design such as embodied energy, active and passive heating and cooling, indoor air
quality, solar orientation, daylighting and artificial illumination, and acoustics;
including the use of appropriate performance assessment tools.**

[X] Met

2014 Team Assessment: This criterion is met in the ARC 3423 HVAC & Water Systems and RC
4443 Acoustical, Electrical and Illumination Systems, and ARC 5804 Critical Practice Studio. Student
work in these courses shows use of performance assessment tools in the various systems. Student
work expresses only cursory understanding of active systems. But in general, the mechanical systems
were well developed.

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

[X] Met

2014 Team Assessment: The work in the following courses ARC 2514: Structures 1, ARC 3523:
Structures 2, ARC 4533: Structures 3 and ARC 4543: Structures 4 exhibited necessary understanding
to satisfy this criterion.

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

[X] Met

2014 Team Assessment: The criterion is met. Evidence was found in work generated for ARC 2321:
Building Systems Global Lecture, ARC 2313: Building Systems 1 and ARC 2323: Building Systems 2,
and ARC 5804: Critical Practice Studio. Students' use of models to illustrate and identify materials in
ARC 2321 shows a strong understanding of building envelope construction.

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

[X] Met

2014 Team Assessment: Coursework in ARC 4443: Acoustical, Electrical & Illumination Systems,
and ARC 3423: HVAC & Water Systems satisfies this criterion.

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

[X] Met

2014 Team Assessment: This SPC is met with distinction. Student work in ARC 2313: Building
Systems 1 and ARC 2323: Building Systems 2 demonstrated excellent satisfaction of this criterion.

Realm B. General Team Commentary: Two of the criteria in this realm are met with distinction. Student work evidences careful research and documentation for design, and conceptualization and development integrating building systems to a high level of detail. It also demonstrates more can be done to satisfy life safety issues.

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

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

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

[X] Met

2014 Team Assessment: This SPC is met with distinction. Evidence was found in the student work of ARC 5804. Not only do students participate in collaborative processes, but they evaluate their performance as a team.

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

[X] Met

2014 Team Assessment: This criterion is met with distinction. Evidence was found in the student work of ARC 5814 and ARC 5824 even at the low pass level.

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

[X] Met

2014 Team Assessment: Evidence was found in the student work of ARC 5913, and ARC 3126 demonstrating the satisfaction of this SPC. Yet, the fulfillment of this criterion is a cause of concern because some of the evidence provided is from courses taught in 2009. The team's assessment would have been more certain if all the evidence had been more recent, as this criterion was modified in the 2009 NAAB Conditions for Accreditation.

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

[X] Met

2014 Team Assessment: Evidence was found in the student work of ARC 5913 demonstrating the satisfaction of this SPC. However, the fulfillment of this criterion is a cause of concern, because some

of the evidence provided is from courses taught in 2009. The team's assessment would have been more definite if all the evidence had been more recent, as this criterion was modified in the 2009 NAAB Conditions for Accreditation. The visiting team considers that the program must discuss offering a more in-depth study of all the aspects of the 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.**

[X] Met

2014 Team Assessment: Evidence was found in the student work of ARC 5913 demonstrating the satisfaction of this SPC. The essays were more revealing than the quizzes. Yet, the fulfillment of this criterion is a cause of concern, because some of the evidence provided is from courses taught in 2009. The team's assessment would have been more certain if all the evidence had been more recent, as this criterion was modified in the 2009 NAAB Conditions for Accreditation. The visiting team considers that the program must discuss offering a more in-depth study of all the aspects of the criterion.

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

[X] Met

2014 Team Assessment: Work produced in the following courses met the conditions set for leadership: ARC 5913: Professional Practice and ARC 5804: Critical Practice Studio. Work presented from the Critical Practice Studio shows a clear understanding of working together collaboratively on issues relevant to issues in their communities.

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

[X] Not Met

2014 Team Assessment: Although some aspects of this criterion are met in ARC 5913, the depth of material is not sufficient to satisfy criterion.

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

[X] Met

2014 Team Assessment: Work in the following courses met the conditions of this criterion: ARC 5643: Design Theory, ARC 5913: Professional Practice, ARC 5814: Advanced Design Studio 1, and ARC 5824: Advanced Design Studio 2. There was a clear understanding of the ethical issues in both the studio work and lecture work presented.

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

[X] Met

2014 Team Assessment: This criterion is met. Evidence found in the work produced for ARC 5814: Advanced Design Studio 1, ARC 5824: Advanced Design Studio 4, ARC 5913: Professional Practice, ARC 4XX4, ARC 5804 Critical Practice, and ARC 5013. The work clearly shows that the program is committed to having all students involved in community projects such as the Detroit Studio Rouge Park project, the studio[Ci] projects, and work associated with the International Design Clinic (IDC).

Realm C. General Team Commentary: This realm demonstrates both the strengths of the program, and the challenging areas that need revisiting to fulfill all SPCs in this realm. The program does an outstanding job introducing all students to diverse needs, to the social, ethical and community-based responsibilities of the architect, as well as a practice based on collaboration and team work. On the other hand, course content and direct learning experience have to be updated to fulfill shifting performance standards, and societal demands.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2014 Team Assessment: Explanation concerning regional accreditation was provided in the APR. Additional information was provided in the team room as indicated in the APR.

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

[X] Met

2014 Team Assessment: The program offers a Master of Architecture in three tracks. The "direct entry track" requires 132/133 undergraduate credits and 36 graduate credits. The "36 track" targets students with non pre-professional degrees or coursework, and requires a total of 90 credits including selected general education requirements, pre-professional and professional graduate and elective credits. The "3+ track" is directed towards students with pre-professional degrees, and requires 36 professional and elective credits. All tracks require 36 graduate-level or upper division credits. All tracks of the M. Arch meet the 168 total credits for students entering as undergraduates, the 45 credits rule in courses other than architecture, and the minimum of 30 graduate credits. Therefore, the M. Arch complies with NAAB requirements.

Procedures for evaluating and the assessment of pre-professional education are documented. Sample student records and the forms used for assessment were available in the team room. Progression flowcharts for each track were provided. Student work in the team room was representative of all the tracks. From all of these materials the visiting team verified the academic demands placed on all M. Arch students in the program are equivalent.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2014 Team Assessment: The condition is met with distinction. Because of the size of the program, the large number of adjunct faculty, and the many projects and initiatives that it maintains the program has a well-developed system for reviewing the curriculum, and evaluating performance with respects to their own goals and alignment with NAAB accreditation conditions. Since 2007 it has instituted curriculum revision procedures that are different for the lower and the upper division. The lower division or pre-professional program curriculum is coordinated by the CoAD faculty council. Changes to the upper

division or graduate level are coordinated by an upper division faculty committee. Visualization of proposals and changes to the curriculum were available in the team room. It was evident that the faculty as a whole participate in the process. It was also apparent that the changes proposed have not been completely resolved yet. There are on-going discussions about emphasis and sequence, the type and purpose of visual communication, time allocated to studio versus labs, faculty course assignments and course scheduling. It was encouraging for the visiting team to observe the effort placed in facilitating dual degrees and minors, and the overlap of faculty teaching different areas of the curriculum. Also impressive was a study available in the team room that followed the trajectory of students admitted from regional high schools and junior colleges through graduation from the M. Arch program.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

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

[X] Met

2014 Team Assessment: The program outlines the admissions process in materials provided to prospective students. The team reviewed samples of student application files, and found a consistent process for evaluating the students' qualifications for entering the program. Credits earned for pre-professional courses are matched with the NAAB student performance requirements. As part of the admissions process into the accredited degree program, when gaps in meeting the SPC requirements are identified, the student's course schedule is designed to satisfy them.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees
In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, *Appendix 5.*

[X] Met

2014 Team Assessment: Evidence was found in the graduate catalogue regarding the NAAB Conditions for Accreditation. However, the information is outdated as of this date, and should be updated at the next printing. Also, NAAB should be listed on page 12 in the catalogue section on accrediting bodies

II.4.2 Access to NAAB Conditions and Procedures
In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:
   The 2009 NAAB Conditions for Accreditation
   The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2014 Team Assessment: NAAB Conditions, Procedures and the latest copy of the VTR are easily found on the CoAD's web site page.

II.4.3 Access to Career Development Information
In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:
   www.ARCHCareers.org
   The NCARB Handbook for Interns and Architects
   Toward an Evolution of Studio Culture
   The Emerging Professional's Companion
   www.NCARB.org
   www.aia.org
   www.aias.org
   www.acsa-arch.org

[X] Met

2014 Team Assessment: Links are provided in the college's web site.

II.4.4 Public Access to APRs and VTRs

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

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

[X] Met

2014 Team Assessment: This criterion is met. All documents are available electronically at www.ltu.edu/architecture_and_design/accreditation.asp.

II.4.5 ARE Pass Rates

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

[X] Met

2014 Team Assessment: Documents are available on the schools web site under Architecture Career Development. There is a clickable link, Architecture Registration Exam (ARE) Pass Rates to the NCARB site where ARE pass rates by school can be found.

III.   Appendices:

1.   Program Information

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

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

Reference Lawrence Technological University, *APR,* pp. 1-2

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

Reference Lawrence Technological University, APR, pp. 2-4

C.   Long-Range Planning (I.1.4)

Reference Lawrence Technological University, APR, pp. 39-51

D.   Self-Assessment (I.1.5)

Reference Lawrence Technological University, APR, pp. 51-60

2. **Conditions Met with Distinction**
I.1.3.E. Architectural Education and the Public Good.
II.2.3 Curriculum Review and Development

SPC   B.1: Pre-Design
B.12: Building Materials and Assemblies Integration
C.1: Collaboration
C.2: Human Behavior
C.9: Community and Social Responsibility

3.   The Visiting Team

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IV.   Report Signatures

Respectfully Submitted,

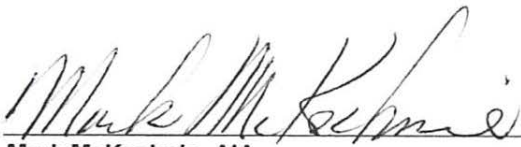Carmina Sanchez-del-Valle, ArchD, RA, DPACSA   Representing the ACSA
Team Chair

Kevin J. Flynn, FAIA, NCARB, IES   Representing the AIA
Team member

Andrew Layman   Representing the AIAS
Team member

Mark McKechnie, AIA   Representing the NCARB
Team member

Bryan Burke   Non-voting member

Program Response to the Final Draft Visiting Team Report

NAAB Visiting Team Report
Corrections of Fact
Submitted by
Lawrence Technological University
College of Architecture and Design
June 14, 2014

Please note that page number references in parentheses refer to the pagination indicated in the footer at the right hand corner of each page of the VTR. All of our corrections are in red type.

The Visiting Team Report is excellent. We appreciate how the team worked to understand what our program is about. Please be aware that we have only reviewed the draft document for statements of fact. We noticed a few spelling and grammatical errors but understand that you will be reviewing and correcting these. Please let us know if you have any questions.

Scott Shall, Chair
Martin Schwartz, Associate Chair
Department of Architecture

Glen S. LeRoy, Dean
College of Architecture and Design

ADD NOTE re spelling

Item 1
   Social Equity (page 4)

   Report Text:
   "Twenty-five percent of the tenured positions are held by women, and none are tenure-track. None of the full professors are women, 27% at the associate-level and 20% at the assistant-level are women. 25% of the adjuncts faculty are women."

   Correction:
   Assistant Professor Deirdre Hennebury, PhD., is both a tenure-track faculty member and a woman.

Item 2

Architectural Education and the Profession (page 6)

Report Text:
"**2014 Team Assessment:** Students are exposed to a diversity of courses that cover issues relevant to the profession, thus preparing them to enter an evolving profession. The program has a robust adjunct faculty of which over half are licensed architects providing a professional perspective to the program. The program has an international presence as evidenced by work in China, Albania, India, South America, and Europe. The program maintains a close relationship with the Detroit Chapter of the AIA, and AIA Michigan."

Correction made

Correction:
Please delete Saudi Arabia and add India.

Item 3
Architectural Education and the Public Good (page 7)

Report Text:
2014 Team Assessment: This perspective is met with distinction. The program and the college introduce and involve students in alternative practice approaches addressing underserved communities. Recurring studios initiate and develop community-based projects locally through the Detroit Studio, ~~Detroitshop~~, studio [CI], and internationally through the International Design Clinic, and the makeLab projects. The program has a consistent record of involvement, which is widespread among the faculty and the students. The visiting team considers that in the near future the new Detroit Center, which will anchor and consolidate a variety of outreach and service projects into one place, will ensure maintaining this standard at the highest level.

Correction made

Correction:
Please correct spelling to read: detroitShop

Item 4
I.2.4 Financial Resources (page 11)

Report Text:

2014 Team Assessment: Evidence was provided in the budget that the university and the college provide adequate resources for the

program. The CoAD dean defines and manages the architecture department's budget. The dean consults with the department chair to establish priorities. The dean and the associate dean fundraise for the department assisted by a marketing director. Individual faculty members also raise funds for their projects. The university is building an endowment that will greatly benefit the CoAD, and the architecture program. Currently, the dean of the CoAD has to seek permission from the central administration to talk with potential donors.

Correction:

The university is gradually building an endowment that will greatly benefit the CoAD, and the architecture program. Currently, the dean of the CoAD has to seek authorization from the central administration and advancement department to solicit donors outside of the architectural alumni.

Item 5
   2014 Team Assessment (page 12)

   Report Text:

   Many institutions are learning how to make do with little and this institution is no different. It has benefited from a poor economy both locally and nationally, but that may only be temporary. This institution relies heavily on tuition payments as its primary source of operational funding. It is hampered by the lack of an endowment, which will be needed in times of increasing expenses. As a tuition-based university, it is particularly sensitive to the vagaries of the economy, which can have negative impacts on the ability of the College to offer quality programs. This is a cause of concern as it has potential for serious consequences

   Correction / Question:
   Please clarify how LTU and CoAD have "benefitted from a poor economy." We do not understand the meaning of this phrase.

   It is hampered by the lack of an <u>extensive</u> endowment, which will be needed…

Item 6
   I.2.3 Physical Resources (page 11)

Report Text:
2014 Team Assessment: Evidence of this was determined through a tour of the facilities, in the meetings with the various constituencies, and from information provided in the APR. Net enrollment is down from the previous visit, so the press for facilities noted in the previous 2008 VTR did not occur.

I.3.1 Statistical Reports (page 13)

2014 Team Assessment: Data was provided comparing numbers from 2011 and of the last visit. It reveals that the total number of students in the program has increased, and that the student population has become slightly more diverse.

Correction / Question:
(Note from the dean: The number of architecture students has decreased. The number of students in non-architectural programs in the College has increased. This has led to a more diverse curriculum in the College. Is this what you were referencing?)

Item 7
II.2.2 Professional Degrees and Curriculum (page 25)

Report Text:

2014 Team Assessment: The program offers a Master of Architecture in three tracks. The "direct entry track" requires 132/133 undergraduate credits and 36 graduate credits. The "36 track" targets students with non pre-professional degrees or coursework, and requires a total of 90 credits including selected general education requirements, pre-professional and professional graduate and elective credits. The "3+ track" is directed towards students with pre-professional degrees, and requires 36 professional and elective credits. All tracks require 36 graduate-level or upper division credits. All tracks of the M. Arch meet the 168 total credits for students entering as undergraduates, the 45 credits rule in courses other than architecture, and the minimum of 30 graduate credits. Therefore, the M. Arch complies with NAAB requirements.

Correction:
The text should be corrected to read:

The "direct entry track" requires 132/133 undergraduate credits and 36 graduate credits. The "M.Arch 3+" track targets students with non-professional degrees or coursework, and requires a total of 90 credits including selected general education requirements, pre-professional and professional graduate and elective credits. The "M.Arch 36" track is directed towards students with pre-professional degrees, and requires 36 professional and elective credits.