Southern Polytechnic State University
School of Architecture and Construction Management

Visiting Team Report

Bachelor of Architecture (153 undergraduate credit hours)

The National Architectural Accrediting Board
19 March 2014

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture.

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I.   Summary of Team Findings

1.   Team Comments & Visit Summary

The architecture program at SPSU occupies a leadership role as one of only two accredited public schools of architecture in Georgia, and the only five-year professional degree program in the state. This is a place that values an education balanced in theory and practice. With clear intent, the program provides a quality architecture education at a cost and in a time frame that respects the lives and resources of every student. Programs such as this are why SPSU enjoys the well-earned reputation of one of the best educational values in the country.

Although it was not an official part of the team's charge, the topic of "the merger" with Kennesaw State University was a part of almost every conversation during our visit to SPSU. It appears to this team that the School of Architecture and Construction Management is well positioned to be a significant, identifiable part of the new organization. With a reduction in enrollment during the past several years, the program has an incentive and space to increase enrollment and broaden its reach as a unique differentiator in the new "U.

b. The program has developed an integrated approach to IT with the newly reorganized University IT Service, in which the program receives priority requests with regard to support.

c. The program has three compensated coordinators, one for the first two years of the program, one for the upper-level portion, and one student advisor for upper-level students.

d. The program has a professional advisor to coordinate overall efforts of faculty advising, with particular concentration on the first two years of the program.

acceptance of the studio culture document by the student body evidenced in the student body meeting. The team observed faculty committed to student success and learning built upon SPSU's commitment to a balanced program in theory and practice. The learning environment is enhanced by recent improvements to one of the architecture buildings and expansion of shop areas. It is also enhanced by expanding opportunities for study abroad and in the U.S., as well as interdisciplinary study within the university.

The commitment to social equity is further observed in policy statements, as well as in the composition of the faculty, staff, and student body. The university maintains policies for Equal Opportunity, Affirmative Action, and Americans with Disabilities, and specific policies included in the "Policies and Practices in Support of Social Equity" are presented in the APR.

The faculty comprises persons from ten different nations, and the school follows the university's policies and procedures for achieving equity and diversity in faculty appointments and promotions. The university has an equity officer, who briefs search committees at the beginning of faculty searches.

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 faculty, staff, and students of the program are responsive to this perspective. Although SPSU is a teaching university, the faculty maintains a high level of engagement in scholarship and creative work. The work of the faculty is evident not only in the faculty show but also in the team room through the work of the students. The faculty collaborates with other programs on interdisciplinary projects in areas as diverse as biology and computer game design. The school's engagement to the academic community goes beyond the university and into the lower levels of education. The Future City project and Science Olympiad are two examples of outreach to high and middle school students in the region that faculty and students support.

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: The program is responsive to this perspective and is evidenced in interactions with faculty and administration. The observed evidence confirms and runs parallel

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

with the written response in the APR. The team found evidence of strong student organizations within the school and student participation in university leadership opportunities. Increasingly,

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 N se6j oa()3.1(c)-8(o)-g335and
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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 program provided an organizational chart showing the administrative structure of the program with a narrative describing the responsibilities of the staff.

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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.*

ƒ   *Program student characteristics.*
    o   *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
        ƒ   *Demographics compared to those recorded at the time of the previous visit.*
        ƒ   *Demographics compared to those of the student population for the institution overall.*
    o   *Qualifications of students admitted in the fiscal year prior to the visit.*
        ƒ   *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal y*

Evaluation Program Report *and* Focused Evaluation Team Report*, including appendices and addenda should also be included.*

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

2014 Team Assessment: The team found evidence that SPSU has provided copies of annual reports since 2008.

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 faculty is adequately prepared to provide an architecture education as demonstrated by means of the résumés, academic achievements, professional licensures, and scholarly work described in the APR, as well as the faculty exhibit at the time of the visit.

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 Assn2112.3521u arl ssngr( )-21.5a2(s)-8(ew)-2.ehalls

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.**

2014 Team Assessment: While evidence of "ability" was found for technical drawings and physical models in Arch. 4224, 4014, 3012; there was a lack of evidence in meeting the "ability" to write outline specifications. The SPC is, therefore, not met.

A.5.   Investigativ0 1 Tf 5(tl)4.9(i)4.9()-12.(iec.9(b)-4.5(ilit)-5.4(y)]TJ 17sriv0 h13.1(s 5.5(a),24.5(et)-12.1(s

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: The understanding of different cultures and historical traditions is met, based on evidence found in DFN 1111, Architectural Culture I, and ARCH 4114, Architectural Culture IV, which include cultures and traditions across the globe and across history.

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

[X] Met

Realm B. General Team Commentary: The student achievement in each individual element of Realm B is strong. Their success in the Pre-Design, Life Safety, and Building Materials and Assemblies Integration criteria is noted with high merit. However, there is a gap in the students' aptitude to apply and integrate these separate abilities and understandings into one comprehensive project, a vital skill for professional success. Improvements and additions to the comprehensive studio project would be beneficial to the students' development.

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:

   x Knowing societal and professional responsibilities
   x Comprehending the business of building.
   x Collaborating and negotiating with clients and consultants in the design process.
   x Discerning the diverse roles of architects and those in related disciplines.
   x 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: The criterion is met due to the evidence provided that the students' work in both collaborative and multidisciplinary teams. The students work in research teams that provide information to both studio projects and system courses within the ARCH 4013 Architectural Studio III – Urban Studio and ARCH 3314 Environmental Technology III: lighting, Electrical, Acoustics, Vertical Circulation courses.

  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: The Human Behavior performance criterion is met with distinction and is evidenced in ARCH 4013: Urban Lab, which puts a focus on human behavior in urban settings. The evidence is realized in the exhibited presentations as well as in examples provided in the course binder. The high pass example from Mine Hashas's section is particularly strong.

  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 to support the "understanding" of this area was clearly demonstrated through the variety of work found in Arch. 5313.

    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 to support the "understanding" of this area was clearly demonstrated through the variety of work found in Arch 5313 and Arch 4411.

    C. 5.   **Practice Management:** Understanding   **of the basic principles of architectural practice management such as financial management and business planning, time si**

    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 performance criterion is met and evidenced through the studio projects required of all students in ARCH 4013: Urban Studio, which required an understanding of public interest and respect for historic resources to improve quality of life.

Realm C. General Team Commentary: Student achievement in this realm is, for the most part, well met. Student understanding of human behavior attained in the urban lab studio is an example of excellence in Realm C. Excellence in student leadership is evident in the program as well; however, the curriculum could better supplement extracurricular lessons in leadership. The addition of lessons on the skills and techniques of leadership would be advantageous for their professional practice education. In addition, the program is encouraged to expand its interdisciplinary projects beyond the biology department, the computer game design department, and with the university's construction management and/or civil engineering programs.

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: SPSU is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools (SACS), as of December 2010. A letter from SACS to SPSU President Rossbacher, dated January 7, 2011, is contained 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 school offers a 5-year Bachelor of Architecture degree (153 semester credit hours). Evidence of this degree program is provided through the SAC Commission on Colleges' letter of Jan. 7, 2011, the published "public information statement" and outline of degree track and curriculum options.

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 criterion has been met. The curriculum review process is described in the APR as an integrated process between individual faculty, coordinators, and curriculum committees. The committees include faculty who are licensed, practicing architects.

PART TWO

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: Public access to APRs and VTRs is provided on the program's webpage under the tab "NAAB."

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: The ARE pass rates are provided on the program's website under the tab "NAAB."

2. **Conditions Met with Distinction**

A.6 **Fundamental Design Skills**
>
> The ability to use fundamental design skills is evident throughout the curriculum. The design foundation courses are very effective in developing the core design skills of the program.

B.1 **Pre-Design**
>
> The student body is skilled and accomplished in Pre-Design due to the emphasis placed on investigation and analysis in their studio courses, especially in ARCH 4014.

B.5 **Life Safety**
>
> A strong emphasis of life safety principles was found in a variety of courses, lectures, assignments, and design studios. Good examples of code plan review work sheets, international codes analysis, and life safety codes analysis were pres-8(e) 2.048 0aina/r/MCID 129>>BDC   /TT0 1 Tf   -0.001 TdDeshcon8-13.1(y)1.9   (n

3.   The Visiting Team

Team Chair, Representing the AIA
Thomas R. Mathison, FAIA, REFP
Principal
Mathison & Mathison Architects
1989 Cascade Farms Drive, SE
Grand Rapids, MI 49546
(616) 920-0545
(616) 825-6350 fax
(616) 299-1599 mobile
tom@mathisonarchitects.com

Representing the ACSA
Anthony Cricchio, RA
Assistant Professor of Architecture
University of Oklahoma
College of Architecture
830 Van Vleet Oval
Norman, OK 73019
(405) 325-5683
anthony.cricchio@ou.edu

Representing the AIAS
Bobbi Jo Reiff
2706 Kent Avenue, #102
Ames, IA 50010
(563) 581-4429
bmreiff@iastate.edu

Representing the NCARB
Alfred Vidaurri, Jr., AIA, AICP, LEED®AP BD+C
Vice President
Freese and Nichols, Inc.
4055 International Plaza, STE 200
Fort Worth, TX 76109
(817) 735-7404
(817) 735-7492 fax
av@freese.com

IV.   Report Signatures

Respectfully Submitted,

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