



**University of Michigan
Taubman College of Architecture and Urban Planning**

2017 Visiting Team Report

Master of Architecture

Track I (preprofessional + 60 credit hours)

Track II (non-preprofessional + 105 credit hours)

**The National Architectural Accrediting Board
January 25, 2017**

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

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

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I. Summary of Visit

a. Acknowledgements and Observations

The team wishes to thank the administration, faculty, staff, and students for their generous hospitality and their considerable efforts in preparing and sharing their work with the team. All materials presented by Taubman College were in digital format, and the team acknowledges the considerable effort and ingenuity this entailed.

At the college, the team found a mature program with a focus on faculty research and accompanying resources that mirrors the goals of the University of Michigan.

The multi-disciplinary and collaborative nature of this research is impressive, and it includes a wide variety of topics, including urbanism, water resources, and digital fabrication. The robust support for this research is the result of concerted, focused efforts that include the provision of seed funding and the acquisition of outside funding.

The team found avenues for this research to influence the evolution of the M. Arch curriculum, specifically in the thesis studios, electives, graduate assistantships, and instruction provided through the Fellows program.

The Liberty Annex is a large high-bay workspace specifically used as flexible research space by a large number of Taubman College faculty in downtown Ann Arbor. It provides valuable support for their research initiatives and a public-facing exhibition space. With this space and other resources such as the fabrication lab, as well as the locus of urban planning and urban design programs within the college, the faculty are finding ways to create meaningful opportunities for scholarly exploration.

Many new faculty members find themselves at a relatively early point in their career and have specialized expertise, and several have been hired for tenure-track positions after completing the Fellows program. The faculty expressed a desire to see the instructional breadth of the program diversified through the future hiring of full and associate professors.

The team heard from several sources, including faculty, administrators, and alumni. Their perception of the program was that fabrication topics are overshadowing the current diversity of intellectual research topics. They wanted to see balanced support for all of the program's various strengths as new leadership emerges from the active search for a dean.

The Taubman College Strategic Diversity Plan is notable and ambitious in scope, and is part of an intensive university-wide effort. The team saw evidence of the plan's impact on new initiatives and the college's organizational structure with regard to increasing the pipeline of incoming students from diverse backgrounds, improving processes to encourage diversity in hiring, and addressing social equity in the academic environment.

A substantial addition and renovations to the existing building are underway and are set to be completed in fall 2017. This promises to address pressures on existing space that the team observed on site, enhance the educational environment, and improve student workspace, including studios, review areas, and private spaces.

Finally, the team would like to recognize the leadership and diligence of Chair Sharon Haar in ensuring that the core curriculum is oriented toward meeting the intent of the NAAB criteria. Because of her efforts, the team has confidence in the continued stability of the program.

b. Conditions Not Achieved

B.2 Site Design

B.4 Technical Documentation

B.10 Financial Considerations

II. Progress Since the Previous Site Visit

2009 Condition A.4, Technical Documentation: *Ability* to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Previous Team Report (2011): This criterion is not met. Work produced in design studios, representation course and construction courses show the ability to make technically clear drawings and to prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for building design. There was however no evidence of an outline specification

2017 Visiting Team Assessment: This criterion continues to be **Not Met** because the team found no evidence that students had the ability to create outline specifications. The team asked for this evidence, but none was provided.

III. Compliance with the 2014 Conditions for Accreditation

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

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

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

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

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

2017 Analysis/Review: The APR provides a description of the history and mission of the larger educational institution. It also outlines the aspirations of the college mission and provides examples of initiatives to achieve these goals. With a strong emphasis on interdisciplinary that resonates throughout the program, the three intertwined goals of the program are clearly outlined to support research and creative practice undertaken by the faculty, students, and staff. Additionally, the program's concerted efforts for a more long-lasting influence in Detroit—coupled with increasing diversity through the Urban Outreach Michigan Architecture Prep program (ArcPrep) for high school juniors only—should be commended.

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

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

2017 Analysis/Review: The program has a positive learning environment and maintains the required studio culture policy. Evidence of a positive learning culture is visible in the program's commitment to maintaining 12 students per studio section (APR, pp. 7-8). During the team's meeting with students, it was also evident that collaboration among students is strong, both within the program and across the campus (APR, p. 9). The Architecture Representative Committee is a student-governed group that maintains the studio culture policy and helps students to create a healthy learning environment. The program also maintains a series of lectures and exhibitions of the work of local, national, and international architects for the students. The Liberty Annex has space for professors to expand their research and acts as a venue for exhibitions. The study abroad program encourages students to learn about architecture from around the globe. In the past, the program has offered courses in which students are given opportunities to travel domestically and internationally. The 1-week externship program during spring

break provides students with professional experience in cities of their choice, which is arranged by the architecture program. Students volunteer to participate in the externship program, which allows them to gain an understanding of the culture, roles, and responsibilities of architecture firms, as well as tangible experience for their resumes.

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

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

2017 Analysis/Review: The program has an aggressive and multi-platform approach to achieving diversity and inclusion as established in the university-wide strategic plan (described in the APR, pp. 9-11, and its links) and in the Taubman College Strategic Diversity Plan (TCSD), which was completed after the APR was issued. These documents are widely disseminated through the university and college websites. They include provisions for the recruitment, retention, and promotion of faculty, and they document EEO/AA. They establish values and principles for the development of the curriculum, and encourage and support educational events that promote diversity and equity (TCSD, pp. 4-5).

The plans propose short- and long-term actions supported by timelines and metrics with which to assess progress. Actions include the establishment of permanent infrastructure, such as a new diversity officer position, and ongoing mechanisms, such as applicant pool reviews. Taubman College has gained permission to recruit freshmen from general admissions into undergraduate studies, with the statistically supported expectation that some of them will matriculate into the college in their sophomore year or into other professional programs.

In 2015, the program began the Urban Outreach Michigan Architecture Prep program (ArcPrep) in Detroit, which serves up to 90 high school juniors in a 3 hour per day/5 day per week/20 week semester (per the APR), all of whom are minorities. ArcPrep is directed toward high school juniors only. Thus far, in its one year of operation, 9 of the students have matriculated into college architecture programs, including those at the University of Michigan, Cornell University, and Lawrence Tech. The philosophy behind this exceptional effort is that diversity and equity will be achieved not only through competition among universities for the matriculation of the few current minority students at graduate level, but also through the early education and support of an expanded and diverse population of potential architecture students.

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

- A. Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.
- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as

- C. a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.
- D. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.
- E. **Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.
- F. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2017 Analysis/Review:

- A. Collaboration and Leadership: In the APR (p. 12), there is a well-written description of how the program encourages leadership and ensures collaboration among both students and faculty. Collaboration permeates the culture of the program. The multiple ways in which the program strives to create leaders were demonstrated to the team in meetings and conversations with the administration, faculty, and students. Student work with the community and the profession (local and regional) is present throughout the curriculum, particularly through research, group projects, and precedent studies.
- B. Design: The team found the necessary information to support this perspective in both the APR and the team room. The college's core strengths—representation and fabrication, urban and social concerns, and theory and criticism—are well represented in the work and research of the students, faculty, and staff. Programs aimed at diversifying the architecture program constituency are in place, and the students, faculty, and program all benefit greatly from the robust Fellows program and the "Research Through Making" initiative. The continuation of these two efforts is foundational to the design identity of the college. However, the team notes a tendency to limit the scope of design projects in the core curriculum to subjects without challenging requirements, while choosing to explore more inquisitive subjects in electives.
- C. Professional Opportunity: The students benefit from career services staff who work exclusively for the college and provide support in the form of resume and portfolio workshops and coaching, as well as advice regarding negotiating with a prospective employer as a graduate. Assistance with job placement is provided for full-time work, summer internships, and the popular externship program, which the majority of the students participate in and which exposes them to a wide variety of work environments. Outside architects are also routinely invited to speak and serve as critics, thereby providing role models for a variety of practices.
- D. Stewardship of the Environment: Environmental design strategies are taught in ARCH 425 Environmental Systems and ARCH 515 Sustainable Systems. These strategies help students understand, and take responsibility for, environmental stewardship. Some faculty members are conducting research on sustainability, including water, energy, and recycling issues. This perspective is pervasive throughout the program's coursework.
- E. Community and Social Responsibility: The team found evidence to support this perspective in the APR (p. 14), in the team room, and in meetings with students and faculty. The curriculum

includes a core studio focus on public places. The college has an increasing presence in the community of Detroit—both physical and scholarly—with topics pertinent to this perspective being covered in studios, seminars, and faculty research. The university also funds initiatives dedicated to the community of Detroit, which involve many university departments and provide further potential for community involvement. The acting dean said that there would be more opportunities for the architecture program to collaborate on various dimensions of civic place making alongside the urban planning program and the landscape program, which will soon be part of a new interdisciplinary collaboration effort regarding sustainability themes.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2017 Analysis/Review: The program provided evidence of a long-range planning process in the APR and on-site documents. The program has just completed several planning initiatives, which were also made available to the team in meetings and on the team room website. University plans have been translated into plans for Taubman College and the architecture program. Faculty, students, and staff are involved in the planning process and structure. This process has resulted in curricular adjustments and diversity initiatives such as the Taubman College Strategic Diversity Plan.

I.1.6 Assessment:

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

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

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

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

2017 Analysis/Review: The visiting team confirmed the self-assessment processes outlined in the APR during a meeting with faculty and interviews with the administration, and through the team room material. The program has an ongoing process of curricular and program assessments for the professional M. Arch graduate program. These assessments are gathered through meetings with external groups and internally through meetings of student groups and faculty committees, and monthly faculty meetings. The program assessment is augmented by Faculty Activity Reports, which illuminate individual achievement and allow the program to summarize its collective impact in external publications and media (noted in the APR). The assessment processes have resulted in six criteria deemed necessary to address concerns around a number of long-range goals, and these criteria are outlined in the APR and were presented in the team room material. The team commends the program for: (1) the curricular adjustments that made

an elective fabrication course become a required introductory course due to the demand for such a course for all students, and (2) the manner in which the faculty explained their collaboration in authoring studio projects and how that mode of behavior percolated into student collaboration and project results.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2017 Team Assessment: The team found evidence that all of the elements of this condition have been met in the APR (pp. 21-29), in coursework, and in discussions with students; faculty; the Career Services Coordinator, who also acts as the ALA along with a faculty member who teaches Professional Practice; and the Coordinator of Life Counseling.

The program has dedicated staff within the college to support students in their careers, studies, and personal situations. These staff members also refer students to university-wide resources. As part of the Professional Practice course, students learn about AXP and actually register for it. Every student has a faculty advisor who provides support for the student academically.

The program and the Assistant Dean for Research provide extensive support for faculty research through grants, the availability of workspace, and travel and publication opportunities. The elective curriculum often coincides with individual faculty research interests, thus promoting development of the program. The faculty are appreciative of this support and cite it as a strong incentive in their desire to teach at the college.

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

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

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

- Information resources to support all learning formats and pedagogies in use by the program.

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

[X] Described

2017 Team Assessment: The college is located on a large campus with many facilities that provide ample physical resources for students and a positive learning environment. A new addition to the architecture building is in progress and is on track to open in fall 2017. It is designed to address current pressures on space. Currently, all studios are located on the third floor of the building in a single large space. Each student is allotted a desk and a modest storage space in the studio area. Review spaces are adjacent to the desk areas and appear to be minimally adequate for the number of students in the program. There is a lack of space where students can retreat for privacy or group work. The large and well-equipped digital fabrication lab and shop areas promote student learning and exploration, as well as faculty research. The space supporting the full range of faculty roles and responsibilities is adequate.

I.2.3 Financial Resources: The program must demonstrate that it has appropriate financial resources to support student learning and achievement.

[X] Demonstrated

2017 Team Assessment: The architecture program at Taubman College is supported through diverse financial sources. The program's financial independence is achieved through the University of Michigan's 7-year model of Value Centered Management, and through fundraising. Team room documents indicated that the trend is positive with respect to maintaining financial independence. There are many substantive research grants for students and faculty, as well as multiple research funding sources, and there is effective leveraging of seed funding from the university for research.

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

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

[X] Demonstrated

2017 Team Assessment: In the main library next door to the architecture building, the team found ample evidence of information resources in the form of printed books, journals, and material, and abundant online resources and databases. The librarian and library assistants are available to students and teach research skills to specific classes at the request of faculty. The librarian proactively reaches out to students and makes it easy to find the portal to available resources online. In addition, the librarian often sits in the public area of the architecture building to provide help desk support because of concerns that students do not take full advantage of the resources available.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and the school, college, and institution.

- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

[X] Described

2017 Team Assessment: A description of how the program, college, and university are governed and their administrative structures was found in the APR (pp. 63-68). Details were provided in graphics that also identified key personnel. The information in the description was verified through discussions with students, faculty, and staff.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 516 Representation, ARCH 660 Thesis Seminar, and ARCH 572 Theory and Criticism, as well as in on-site meetings with students.

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

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 Architecture Design Studio - 3G4/2G1, ARCH 660 Thesis Seminar, ARCH 662 Thesis, and ARCH 416 Design Fundamentals.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 Architecture Design Studio - 3G4/2G1 and ARCH 660 Thesis Seminar.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 Architecture Design Studio - 3G4/2G1 and ARCH 660 Thesis Seminar.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 422 Architecture Design Studio - 3G3, ARCH 516 Representation, ARCH 537 Fabrication, and ARCH 552 Architecture Design Studio - 3G4/2G1.

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

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for ARCH 412 Architecture Design Studio - 3G2, ARCH 552 Architecture Design Studio - 3G4/2G1, and ARCH 672 Comprehensive Design Studio - 3G6/2G3: Systems (fall 2016). The team found the precedent studies to be both thoughtful and present throughout the curriculum.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 413 History of Architecture and Urbanism, ARCH 416 Design Fundamentals, ARCH 515 Sustainable Systems, and ARCH 572 Theory and Criticism.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 413 History of Architecture and Urbanism, ARCH 416 Design Fundamentals, and ARCH 515 Sustainable Systems.

Realm A. General Team Commentary: The curriculum covering Realm A: Critical Thinking and Representation is strong. Each core course that addresses this realm is well organized and has a thoughtful relationship to those that follow. Additionally, the upper-level electives build on the core-course knowledge and carry forward the students' skill development. The team appreciated the use of a sketch journal in several of the courses to demonstrate design thinking, free thought, and visual note taking. The team also found the use of precedents to be exemplary throughout the program.

Realm B: Building Practices, Technical Skills and Knowledge: Graduates from NAAB-accredited programs must be able to comprehend the technical aspects of design, systems, and materials, and be able to apply that comprehension to architectural solutions. Additionally, the impact of such decisions on the environment must be well considered.

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 552 Architecture Design Studio – 3G4/2G1.

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

[X] Not Met

2017 Team Assessment: The team did not find consistent evidence of the ability to design topographical modifications to accommodate a proposed design in ARCH 552 Architecture Design Studio - 3G4/2G1. The team asked for this evidence, but none was provided.

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

[X] Met

2017 Team Assessment: This criterion is **Met with Distinction**. Evidence of this was found in student work prepared for ARCH 552 Architecture Design Studio - 3G4/2G1 and ARCH 672 Comprehensive Design Studio - 3G6/2G3: Systems (fall 2016) in the form of extensive documentation and graphic analysis. The team found the work to be exemplary.

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

[X] Not Met

2017 Team Assessment:

The team found no evidence that students had the ability to create outline specifications in ARCH 527 Integrated (Building) Systems and ARCH 672 Comprehensive Design Studio - 3G6/2G3: Systems (fall 2016). The team asked for this evidence, but none was provided.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 314 Structures 1, ARCH 324 Structures II, and ARCH 527 Integrated (Building) Systems.

- B.6 Environmental Systems:** *Understanding* of the principles of environmental systems' design, how systems can vary by geographic region, and the tools used for performance assessment. This must include active and passive heating and cooling, indoor air quality, solar systems, lighting systems, and acoustics.

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 425 Environmental Systems and ARCH 527 Integrated (Building) Systems.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 527 Integrated (Building) Systems.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 417 Construction - 3G and ARCH 527 Integrated (Building) Systems.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 425 Environmental Systems and ARCH 527 Integrated (Building) Systems in fall 2016.

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

[X] Not Met

2017 Team Assessment: The team found no student work that demonstrated an understanding of cost estimating, construction scheduling, operational costs, or life-cycle cost analysis in ARCH 583 Professional Practice and ARCH 672 Comprehensive Design Studio - 3G6/2G3: Systems (fall 2016). The team asked for this evidence, but none was provided.

Realm B. General Team Commentary: In order to adhere to the changes in the NAAB Conditions for Accreditation, there have been many changes in the structure of the content of Realm B in recent semesters. These changes have improved the capacity for students to master the integration of building systems and develop technical skill to the real benefit of architectural design. ARCH 527 Integrated (Building) Systems is the prime example. The team found that this course is a model for exploration of this realm.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 662 Thesis and ARCH 672 Comprehensive Design Studio - 3G6/2G3: Systems (fall 2016).

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 672 Comprehensive Design Studio - 3G6/2G3: Systems (fall 2016). The template that includes a narrative description is a strong point in the documentation of the work.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 527 Integrated (Building) Systems.

Realm C. General Team Commentary: The program has clearly demonstrated a commitment to achieving the goals of Realm C, beginning with the commendable curricular adjustments (as outlined in the APR, p. 18) that address integrative design in the studio sequence with the teaching of ARCH 527 Integrated (Building) Systems in fall 2016 for the first time. Studio coursework meeting the SPC requirements in this realm demonstrates integrative thinking and the application of technical knowledge and design skills that shape complex designs and technical solutions. This coursework is primarily found in ARCH 527 Integrated (Building) Systems, but is supplemented by coursework in ARCH 672 Comprehensive Design Studio - 3G6/2G3: Systems (fall 2016) and ARCH 662 Thesis. The students' work presented as a result of these courses demonstrates the ability to resolve the multiple demands of programs, codes, environmental stewardship, and building systems through a rigorous process of decision making, followed by the ability to document or represent their choices accurately. Complex student projects, along with well-developed and integrated ancillary work, successfully support Realm C's learning outcomes. Additionally, the program's self-described format for achieving the SPC in this realm is documented in the APR (p. 69).

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

Student learning aspirations for this realm include:

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

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 583 Professional Practice and ARCH 552 Architecture Design Studio - 3G4/2G1.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 583 Professional Practice.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 583 Professional Practice.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 583 Professional Practice.

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

[X] Met

2017 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 583 Professional Practice.

Realm D. General Team Commentary: The team found evidence in ARCH 583 Professional Practice that students are provided with knowledge that promotes an understanding of the practice of architecture. This course covers a range of information that develops skills in management, advocacy, and acting legally, ethically, and critically for the good of the client, society, and the public.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

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

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

[X] Met

2017 Team Assessment: The University of Michigan is accredited by the Higher Learning Commission as supported through documents presented in the team room.

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

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

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

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

[X] Met

2017 Team Assessment: The APR clearly describes the professional studies, general studies, and elective studies, and their conformity to the required credit hour requirements. The M. Arch titles are used exclusively with the NAAB-accredited degree.

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

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

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

[X] Met

2017 Team Assessment: The process for evaluating preparatory education is extremely organized, thorough, and well documented based on materials presented in the team room. These materials included student admission files and digital portfolios from students in all cohorts, including those not admitted; a detailed and up-to-date list of equivalent courses from institutions whose graduates have applied; and a clear description of the evaluation process.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2017 Team Assessment: The exact language of the *NAAB Conditions for Accreditation*, Appendix 1, was available on the college website.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2017 Team Assessment: The college website had links to the required information.

II.4.3 Access to Career Development Information:

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

[X] Met

2017 Team Assessment: Students have access to career development services on site through the Career Services Coordinator. The coordinator keeps both students and graduates updated on employment opportunities and maintains the spring externship program with the participation of over 200 architecture firms in 26 cities around the country.

II.4.4 Public Access to APRs and VTRs:

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

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

- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2017 Team Assessment: All the required documents are available under the accreditation tab on the college website.

II.4.5 ARE Pass Rates:

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

[X] Met

2017 Team Assessment: All ARE pass rates were presented through published materials provided in the team room and on the college website.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2017 Team Assessment: The architecture program provides a robust review process for assessing the preprofessional architecture programs of applicants to the 2-year M. Arch. The documentation of the course equivalencies, syllabi, and faculty review procedures that provide multiple fine-grain readings of the applicants' undergraduate preprofessional education is to be commended.

II.4.7 Student Financial Information:

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

¹ This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

[X] Met

2017 Team Assessment: The team found information on financial aid and tuition in the APR (p. 79) and on the program website, where it is accessible to all potential students. The information is clear and transparent.

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2017 Team Assessment: [Annual Statistical Reports in the format required were found in the APR through a link on p. 79, and the certification letter was provided to the team during the visit.](#)

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 10, *NAAB Procedures for Accreditation*, 2015 Edition).

[X] Met

2017 Team Assessment: [Interim Progress Reports in the format required were found in the APR through a link on p. 79.](#)

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.6 Use of Precedents

B.3 Codes and Regulations

Appendix 2. Team SPC Matrix

SPC Granting Courses	Realm A: Critical Thinking + Representation								Realm B: Integrated Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions			Realm D: Professional Practices					
	Intellectual/Communicative Ability	Creative Thinking Ability	Investigative Skills	Applying and Design Skills	Problem Solving	Self-Management Skills	Interpersonal Skills	Cultural Diversity and Social Creativity	Analysis	Design	Construction and Building	Material Science and Engineering	Structural Systems	Energy and Environmental Systems	Building Materials and Construction	Building Information Systems	Professional Communication	Professional Practice	Professional Practice	Professional Practice	Professional Practice	Professional Practice	Professional Practice				
Student Performance Criteria:	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	
2 Year Students ("20")																											
20 PRE-REQUISITE CRITERIA COURSES:																											
ARCH 101 UG1																											
ARCH 102 UG2																											
ARCH 103 UG3																											
ARCH 104 UG4																											
ARCH 105 History of Architecture I																											
ARCH 106 History of Architecture II																											
ARCH 107 Design Fundamentals I																											
ARCH 108 Design Fundamentals II																											
ARCH 109 Construction																											
ARCH 110 Structures I																											
ARCH 111 Structures II																											
ARCH 112 Sustainable Systems I (last taught Winter 2015)																											
ARCH 113 Sustainable Systems II (last taught Fall 2014)																											
ARCH 114 Environmental Systems (last taught Winter 2017)																											
3 Year Students ("30")																											
30 REQUIRED COURSES:																											
ARCH 401 Architecture Design Studio - 301																											
ARCH 402 Architecture Design Studio - 302																											
ARCH 403 History of Architecture and Urbanism																											
ARCH 404 Design Fundamentals																											
ARCH 405 Construction - 30																											
ARCH 501 Building Systems (last taught Winter 2015)																											
ARCH 502 Structures I																											
ARCH 503 Structures II																											
ARCH 504 Sustainable Systems I (last taught Winter 2015)																											
ARCH 505 Sustainable Systems II (last taught Fall 2014)																											
ARCH 506 Environmental Systems (last taught Winter 2015)																											
All Graduate Students ("30" and "20")																											
REQUIRED GRADUATE COURSES:																											
ARCH 601 Representation																											
ARCH 602 Fabrication (last taught Fall 2015)																											
ARCH 603 Architecture Design Studio 304/203: Networks (last taught Fall 2015)																											
ARCH 604 Architecture Design Studio 304/204: Inclusions (last taught Fall 2015)																											
ARCH 605 Comprehensive Design Studio 305/202: Systems (last taught Winter 2015)																											
ARCH 606 Comprehensive Design Studio 305/203: Systems (last taught Fall 2015)																											
ARCH 607 Thesis Seminar																											
ARCH 608 Thesis Seminar																											
ARCH 609 Thesis																											
ARCH 610 Theory and Criticism																											
ARCH 611 Sustainable Systems (replaced Arch 315 beginning Fall 2016)																											
ARCH 612 Integrated Building Systems (replaced Arch 423 & Arch 522 beginning Fall 2016)																											
ARCH 613 Professional Practice																											
ARCH 614 Professional Practice																											
Student Performance Criteria:	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	

Appendix 3. The Visiting Team

Team Chair, Representing the AIA
Christine Malecki West, AIA
24 Messer Street
Providence, RI 02909
(401) 272-0240
cw@kitearchitects.com

Representing the ACSA
Scott Singeisen
Professor of Architecture & Urban Design
Savannah College of Art and Design@
229 Martin Luther King Blvd., PO Box 3146
(912) 525-6871
(912) 525-6904 fax
ssingeis@scad.edu

Representing the AIAS
Harikrishna Patel
1800 22nd Avenue, Apt #203
San Francisco, CA 94122
(215) 410-1736
harikrishnagpatel@gmail.com

Representing the NCARB
Barbara A. Field, FAIA
33 Haywood Street
Asheville, North Carolina 28801
(828) 255-7899
(828) 712-1998 mobile
bfield@buncombe.main.nc.us; barbara.a.field@gmail.com

Non-voting member
Deborah Gans
177 Dwight Street, #2R
Brooklyn, NY
(718) 237-3034
deborahgans7@gmail.com

V. Report Signatures

Respectfully Submitted,


Christine Malecki West, AIA
Team Chair


Representing the AIA


Scott Singeisen
Team Member

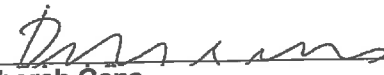
Representing the ACSA


Harikrishna Patel
Team Member

Representing the AIAS


Barbara A. Field, FAIA
Team Member

Representing the NCARB


Deborah Gans

Non-voting member

Program Response to the Final Draft Visiting Team Report



March 30, 2017

TO: NAAB Board

From: Sharon Haar, Professor and Architecture Program Chair, Taubman College, University of Michigan

RE: Response to the Final Visiting Team Report

While not deemed to be "Corrections of Fact," Taubman College would like to bring to your attention discrepancies between the presentation made by the Visiting Team at its final meeting with the College on January 25th and the Draft Final Report as it was delivered to us on March 28th.

SPC B.2 Site Design

In the readout of the visiting team's assessment the team was very careful to note that only topographical modifications was missing from the ability to respond to site characteristics. Further, there were studio sections that did demonstrate this ability, but not all sections of the studio did so. It is inaccurate to say that no evidence was provided; rather, evidence was inconsistently provided from section to section.

SPC B.4 Technical Documentation

In the readout of the visiting team's assessment the team noted that the ability to create outline specifications was only missing in the academic year 2016-2017 when the SPC was carried by the course ARCH 527 Integrated (Building) Systems. Evidence of this ability was shown for prior years. Further, the team noted that the material was taught, but that the students did not carry out the associated assignment. While we recognize that "awareness of" the material is not the same as "ability," it is important that the team noted that it is in the curriculum and there is every intention to ensure that the exercise is carried out in the future.

SPC B.10 Financial Considerations

Several courses, ARCH 583 Professional Practice and ARCH 527 Integrated (Building) Systems cover the material considered under the SPC and the team noted in its report out to the school that they saw evidence that these issues are presented within the curriculum. Further, in several test questions and assignments there was evidence that students "understand" financial considerations as described in the SPC. When reporting out the concern that this SPC was Not Met, the visiting team used the term "ability" not "understanding, and we have some concern that the SPC was being adjudicated incorrectly.

While these discrepancies appear at first glance to be minor, we feel it is important to emphasize what the team reported to us at the exit meeting to the extent that this does not align with the text of the report. In the instances of B.2 and B.4 this is a matter of degree; while the criteria may not be met, we would like the verbal notation that these SPCs could be "easily met" on record. In the case of SPC B.10, we are concerned that the visiting team did not use the appropriate evaluation criterion while on site.

SPC Not Met for a Second, Consecutive Visit:

2009 Condition A.4 Technical Documentation (now B.4)

In the 2011 Visiting Team Report it was noted that this SPC was Not Met due to the failure to produce evidence of students' ability to create outline specifications. Evidence that this was immediately corrected was produced in the 2013 Interim Report. As noted by the visiting team in their exit meeting, this ability was also evident in all but this year's iteration of ARCH 527 Integrated (Building) Systems. ARCH 527 was significantly reworked during the most recent changes to the M.Arch. curriculum (see APR pp. 18-19, 69) to integrate the course directly with ARCH 672 Systems Studio. Fall 2016 was the first time the new version of the course was taught and the pacing of assignments in coordination with the studio was not ideal. Outline specifications are a component of the course material and a lecture exists to provide instruction on their purpose. However, the assignment associated with the lecture was not carried out in this one instance. Faculty teaching ARCH 527 and ARCH 672 are meeting to ensure that the timing of the assignment and the pacing of the two courses is resolved moving forward.