



**Oklahoma State University
School of Architecture**

2017 Visiting Team Report

Bachelor of Architecture (154 semester credits)

The National Architectural Accrediting Board
March 29, 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 would like to acknowledge the administration, faculty, staff, and students of the architecture program for their warmth, contributions, and hospitality. The team recognizes that a considerable amount of preparation went into this visit, for which the team is grateful. In particular, the team would like to thank Professor Suzanne Bilbeisi, the interim chair of the School of Architecture at Oklahoma State University (OSU), for her efforts in coordinating the visit. The team made the following observations during the course of its review:

1. The OSU School of Architecture fosters an intimate and supportive community. This tight-knit academic family is extremely bright, enthusiastic, and closely connected.
2. The university administration acknowledges that the School of Architecture contributes considerable value to the institution as a whole.
3. The team was specifically impressed by the rigor and depth of development within the ARCH 5117 Urban Design Studio (Studio VIII) and ARCH 3216 Design-Build Studio (Studio V). The process, research, analysis, and representation associated with these studios set this program apart as being architecturally and technically advanced.
4. In the evaluation of group projects and while speaking with individual students in the studio setting, the team observed that students had the ability to translate research into informative design decisions during the design process.
5. There appears to be considerable student and faculty support for the interim chair's efforts to further enrich the program.
6. The team noted admirable collaboration between architecture students and faculty in the engineering disciplines housed within the College of Engineering, Architecture, and Technology (CEAT).

b. Conditions Not Achieved

The team found that all conditions for accreditation are **Met**.

II. Progress Since the Previous Site Visit

2009 Condition 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.*

Previous Team Report (2011): Some graduates of the program do not complete a minimum of 45 semester credits of non-architectural general studies. In cases when students are permitted to apply their required non-architecture electives to the architecture study abroad program, general studies can be insufficient.

2017 Visiting Team Assessment: The team found that issues raised in the previous VTR have been resolved. Refer to II.2.2 within this VTR for additional information.

2009 Criterion C.2, Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

Previous Team Report (2011): The team did not find evidence that this subject is included in the professional curriculum. The understanding of the relationship between human behavior and the natural and built environment was articulated as a core value of the school but the team could not find student work in the cited courses of the SPC matrix, or other coursework in the team room, which provided sufficient evidence of student understanding of human behavior.

2017 Visiting Team Assessment: This criterion has now been subsumed under new realms. The team found that Human Behavior has been addressed in ARCH 1112 Introduction, ARCH 2116 Studio II, ARCH 4216 Comprehensive Studio, and ARCH 5117 Urban Design Studio (Studio VIII). Additionally, the program mandates that its foreign study program, ARCH 4374 International Study, will reinforce this topic.

2009 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.*

Previous Team Report (2011): The team was impressed with the course material provided in ARCH 5193 Management of Architectural Practice with a variety of material including excellent case studies addressing professional ethics and instruction concerning the AIA Code of Ethics. Evidence of student understanding through exams, notes, papers or other work produced by the students was lacking.

2017 Visiting Team Assessment: The APR noted, and the team verified that, "starting in the fall of 2011 and continuing every fall semester since, a separate assignment involving an Ethics Case Study was assigned and assessed in ARCH 5193. This project comprises 10% of the class grade." The team found that this information regarding ARCH 5193 Practice Management demonstrated an understanding of Ethics and Professional Judgement.

III. Compliance with the 2014 Conditions for Accreditation

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

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

I.1.1 History and Mission: The program must describe its history, mission, and culture and how that history, mission, and culture 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:

History of the Institution

According to information provided by the program in its APR, the university is a land-grant institution founded as Oklahoma Agricultural and Mechanical College in 1890. It is located in Stillwater, Oklahoma (current population 48,406), a community in north-central Oklahoma approximately 65 miles from both of the state's two major urban centers of Tulsa and Oklahoma City. Renamed Oklahoma State University in 1957, OSU is one of two "comprehensive universities" in the state-supported higher education system, which also includes other 2- and 4-year institutions."

The university's website, which is cross-referenced/linked in the APR, identifies the institution's mission as: "Proud of its land-grant heritage, Oklahoma State University advances knowledge, enriches lives, and stimulates economic development through instruction, research, outreach and creative activities."

History of the Program

The School of Architecture was founded in 1909 as the Department of Architectural Engineering within the Engineering Division. By 1930, the architecture program had been expanded to 5 years in duration, and the school was offering a Bachelor of Architecture degree in either of two options: Design and Structures. The school's Bachelor of Architecture program was first reviewed and accredited by the NAAB in 1949. In 1971, 4+2 programs were adopted in both architecture and architectural engineering, with Master's degrees being designated as the school's only professional degrees. By the late 1970s, it was becoming apparent that the 4+2 programs were inconsistent with the school's long-standing philosophy of professional education, and they did not make best use of the limited resources available. In 1981, the school discontinued the 4+2 programs and returned to 5-year professional degree programs in both architecture and architectural engineering.

As noted on the website for the OSU catalog, the program's mission statement is: "The mission of the School of Architecture is to prepare future architects and architectural engineers to make vital contributions to humanity through the creation of architecture. The vision of the school is to be nationally recognized for outstanding professionally focused programs in architecture and architectural engineering with strengths in design and the collaboration between architecture and architectural engineering."

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

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

2017 Analysis/Review: According to the APR, the school's Learning Culture Statement was developed by an American Institute of Architecture Students (AIAS) committee, with interaction and feedback from the faculty and student body. The document has been reviewed bi-annually by faculty and students, with the last modifications approved in spring 2016. The Learning Culture Statement, which is available on the School of Architecture website, includes the required elements of time management, general health and well-being, work-school-life balance, and professional conduct.

The APR states that the school's curriculum and overall educational opportunities are enriched by the school's lecture program, the plethora of visiting professionals brought in to enhance classroom and studio experiences, the Summer European Studies program in Rome, the international exchange program, the Urban USA program, various CEAT travel programs, leadership and mentorship programs, and the high participation of students in the activities of student organizations. The team noted that many studios include field trips to project sites and professional offices, as well as other off-campus educational opportunities.

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: According to the APR, in 2014, the School of Architecture hired 1 new faculty member, a Caucasian male. Prior to this, it hired 5 faculty members in 2008: 1 Asian male, 1 Hispanic female, 2 Caucasian males, and 1 Caucasian female. As of spring 2016, tenured faculty at the school included 3 Caucasian females, 1 Asian male, 1 Hispanic female, and 11 Caucasian males. These numbers represent an increase in the diversity of the faculty since 2001, when there was one female faculty member and all faculty members were Caucasian. The faculty recognizes the desirability of continuing to diversify their ranks when opportunities for new hires or replacements become available.

The school has a diverse group of both students and faculty, and is actively maintaining policies (at the school and university levels) to ensure that these populations continue to diversify.

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.

2017 Analysis/ Review: The School of Architecture offers collaboration and leadership opportunities for its students in a number of ways. Leadership opportunities are available through the multiple student organizations and programs developing on campus, including the AIAS, Architectural Engineering Institute (AEI), Construction Specifications Institute (CSI), and Architecture Students Teaching Elementary Kids (ASTEK), an outreach program that couples architecture students with fifth-grade classes. The architecture program also features an Architecture Leadership Council, which serves as a form of student government with elected student positions.

The APR states that students work cooperatively in every design studio in some manner. Most studio projects feature a research component, where students work in teams. Additionally, a number of courses, including ARCH 3116 Studio IV, ARCH 3216 Design-Build Studio (Studio V), ARCH 4116 Studio VI, ARCH 4216 Comprehensive Studio, and ARCH 5117 Urban Design Studio (Studio VIII), feature some type of hands-on, collaborative learning, which ranges from working with construction management majors to developing design-build projects as a team.

- B. Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

2017 Analysis/ Review: According to the APR, the School of Architecture is the only program in the U.S. where the architecture and architectural engineering programs are combined in the same academic unit and college. The program offers students a design perspective that places emphasis on interdisciplinary collaboration and professional competency. Studio classes are team taught between two professors, which allows for a diverse understanding of design methodology and the approach to design.

- C. Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

2017 Analysis/ Review: In the APR, the program has established that “opportunities to engage with the architecture profession are organic to the School’s program.” The program encourages students to establish their AXP/IDP file as part of the presentation on licensure in ARCH 5193 Practice Management. Students are given the opportunity to interact with students and faculty from other career paths, such as those in landscape architecture in ARCH 4116 Studio VI and those in fire protection and construction management technology programs in ARCH 4216 Comprehensive Studio. They also interact with code officials from the City of Tulsa. The APR notes that students visit construction sites in ARCH 4093 Project Management and in other studio courses to acquaint themselves with the perspectives of construction contractors.

- D. Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

2017 Analysis/Review: Coursework in ARCH 3134 Architectural Science I and ARCH 3433 Architectural Science II demonstrates a sound understanding, and applied knowledge, of sustainability and the conservation of natural resources, and their integrated link with building performance. Sustainability and environmental stewardship make up a component that is reinforced in the required design studios, ARCH 4116 Studio VI and ARCH 4216 Comprehensive Studio, where additional reinforcement occurs in the

Introductory, Computation, and Systems coursework. The team also observed both formal and informal daylighting resources.

- E. Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment.

2017 Analysis/Review: According to the APR, the architecture faculty believe that "the world's future problems can be solved by relying on collaborative problem solving between architects and engineers." This addresses the program's perspective on societal responsibility as it relates to educating students. A goal of the School of Architecture is to "develop ethical leaders who promote economic and community vitality." This reinforces a commitment to community responsibility. Examples of community leadership and engagement include student interaction with local elementary school children through ASTEK and student participation in programs such as Habitat for Humanity and Freedom by Design.

- 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 2014-2018 School of Architecture Strategic Plan was developed and adopted during a semester of focused discussions in 2014. The plan is composed of four key goals (academic, faculty, student, and outreach), each with several objectives. The school uses data, feedback, and workshops to inform long-range planning. It frequently establishes task forces to study specific issues, such as admission and retention, international programs, computers in the curriculum, and the possible development of graduate programs.

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.

2017 Analysis/Review: The team validated information in the APR stating that the program conducts assessments utilizing four defined constituent groups—the profession, alumni, faculty, and students—in order to track specific student learning outcomes and evaluate general areas of the curriculum. All of the assessment results are reviewed and analyzed by the school's Assessment Committee, which is charged with the responsibility of identifying areas of concern and recommending courses of action.

The APR notes that, to mitigate any issues, the Assessment Committee meets annually and drafts a report that is distributed to the faculty, filed with the university, and discussed at a faculty meeting. All areas of concern and areas of deficiency are discussed at the meeting, and recommendations are formulated for making and monitoring changes to address issues, when necessary. Recommendations and areas of concern or deficiency are also discussed with the Architecture Leadership Council and Professional Advisory Committee.

The mitigation process has three thresholds for measuring success with regard to achieving the desired outcomes as a result of the assessment activity: (1) Area of Action, (2) Potential Area of Concern, and (3) No Action. Through this process, the program makes progress in addressing deficiencies and/or causes of concern identified internally or at the time of a NAAB visit, and it deals with strengths and challenges while continuously improving learning opportunities.

Additional supporting material in this regard is provided in the annual assessment reports and assessment data on the "Supplemental Material" link of the School of Architecture website:
<https://arch-ceat.okstate.edu/architecture-report-files>

- 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 review and evaluation of coursework by students greatly informs the assessment and adjustment of the curriculum. Faculty receive student exit evaluations at the end of each course, which contributes to an understanding of how to improve the course in the future.

The school interviews graduating students for their assessment of the curriculum. The school keeps in contact with alumni up to 12 years after their graduation to assess how their education has continued to impact their career trajectory. The school also regularly interviews employers of alumni for their input regarding how these graduates adapt to the profession and learn as they begin applying their education to practice.

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: A Faculty Workload Model was established in 2012-2013 to provide clarity and consistency with respect to faculty responsibilities in teaching, research, and service. A typical faculty teaching load is 15 credits per year, and faculty are clearly skilled and committed to their students. A faculty member serves as the Architect Licensing Advisor. Annual presentations by the statewide AXP/IDP coordinator and Oklahoma Board of Architects enrich student learning regarding licensure. Students are particularly well supported by the program for advising, career guidance, internships, and job placement.

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: This condition is **Met with Distinction**. The APR notes, and the team confirmed during the visit, that the school benefits from a significant renovation/addition project that occurred in 2009. The school facilities appear to suit the needs of the program exceptionally well and serve as a point of pride.

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: Information in the APR, which was verified by the team, indicated that the program has adequate financial resources to meet its obligations. The APR (p. 40) notes that “the current funding level has been adequate for providing the necessary support to students in attaining student outcomes.” Furthermore, the program has a significantly robust endowment and gift outreach program that has had a high level of success. For example, as noted in the APR: “The \$3.25M DWR Maintenance Endowment provides over \$150,000 a year for keeping the Donald W. Reynolds Architecture building in state-of-the-art condition.”

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: The program’s library has been moved to a larger facility and recently received an endowment, thereby continuing its ability to provide all students, faculty, and staff with convenient, equitable access to literature and information in a very robust manner. The librarian is actively engaged with the program and is pursuing additional avenues to expand the services offered by the library.

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: The program describes the roles of the faculty, staff, and students in administrative structure and governance at both the program and university levels. Through conversations with the associate dean of academic affairs and the senior vice president and general counsel, the team was able to understand the relationship that the university has with CEAT, and the relationship that CEAT has with the School of Architecture.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216/4263 Comprehensive Studio and Seminar. It was also clearly demonstrated in a multitude of other courses and interactions 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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3116 Studio IV, ARCH 4216/4263 Comprehensive Studio and Seminar, and ARCH 5117 Urban Design Studio (Studio VIII).

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216/4263 Comprehensive Studio and 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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4116 Studio VI.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 1216 Studio I.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2263 Systems.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 2003 Architecture and Society.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216 Comprehensive Studio and ARCH 2003 Architecture and Society.

Realm A. General Team Commentary: All of the Student Performance Criteria in this realm are met. The student work strongly displayed architectural design skills at every year level. Beginning with early year levels, the preprofessional design curriculum is rigorous and exploratory. The team noted that the work from upper-level courses (ARCH 4216 Comprehensive Studio and ARCH 5117 Urban Design Studio [Studio VIII]) is particularly thorough and well communicated in graphic and verbal form. All studios embrace the environment, stakeholders, and codes for the context.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216/4263 Comprehensive Studio and Seminar.

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

[X] Met

2017 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5117 Urban Design Studio (Studio VIII) regarding urban context, topography, and development patterns; ARCH 4116 Studio VI regarding historic fabric and topography; and ARCH 2263 Systems regarding soil, ecology, and climate.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216/4263 Comprehensive Studio and Seminar.

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

[X] Met

2017 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216/4263 Comprehensive Studio and Seminar.

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: This criterion is **Met with Distinction**. The team found evidence of this in student work prepared for ARCH 4216/4263 Comprehensive Studio and Seminar.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3134 Architectural Science I and ARCH 3433 Architectural Science II regarding lighting 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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216/4263 Comprehensive Studio and Seminar.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216/4263 Comprehensive Studio and Seminar.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 3134 Architectural Science I regarding mechanical and fire protection systems, and for ARCH 3433 Architectural Science II regarding plumbing, electrical, communication, and vertical transportation systems.

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

[X] Met

2017 Team Assessment: The team found evidence of student achievement at the prescribed level in student quizzes in ARCH 4093 Project Management.

<p>Realm B. General Team Commentary: Student work demonstrated basic levels of competency for all Student Performance Criteria in Realm B.</p>

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216/4263 Comprehensive Studio and Seminar.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216 Comprehensive Studio regarding integrated decisions across multiple systems of a design project, and for ARCH 4116 Studio VI and ARCH 5117 Urban Design Studio (Studio VIII) regarding evaluating criteria and analyzing solutions.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216/4263 Comprehensive Studio and Seminar.

Realm C. General Team Commentary: In the team room, the team found consistent evidence of a thought and evaluation process that was used to apply researched decisions to design problems. While walking through the ARCH 4216 studios, the team noted that students were able to adequately and intelligently talk through the decision-making process that led them to the solutions on which they were working.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 4216 Comprehensive Studio with regard to user stories and constituent feedback.

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: This criterion is **Met with Distinction**. The team found evidence of this in student work prepared for ARCH 3216 Design-Build Studio (Studio V).

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5193 Practice Management.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5193 Practice Management.

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: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 5193 Practice Management.

<p>Realm D. General Team Commentary: The program demonstrated considerable strength in Realm D, particularly in SPC D.2 Project Management, which the program met with distinction.</p>
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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 is accredited by the Higher Learning Commission. The accreditation letter is provided via the "Supplemental Material" link on the School of Architecture's website, which is noted in the APR. The letter notes that the commission "continued the accreditation of Oklahoma State University with the next Reaffirmation of Accreditation in 2025-26."](#)

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: [After reviewing the program's credit-hour information with the school's interim chair, the team noted that students obtain 46 general education credits and 11 elective credits, as prescribed by a course matrix that guides students through the B. Arch program.](#)

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

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

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

[X] Met

2017 Team Assessment: [The team met with program staff and administrators to review and discuss how preparatory education is evaluated. The team noted that, in the case of transfer students, course curricula are compared with OSU's curricula in order to ensure that the curricula are comparable prior to accepting the transfer student.](#)

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 required information can be found under the "Prospective Students" tab on the following School of Architecture website link: <http://architecture.ceat.okstate.edu/naab-accreditation>](#)

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: [As referenced in the APR \(p. 52\) and verified by the team, the program has made the required documents available to students, faculty, and the public under the "Prospective Students" tab on the following School of Architecture website link: <http://architecture.ceat.okstate.edu/naab-accreditation>](#)

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: As referenced in the APR (p. 52) and verified by the team, the program has made the required documents available to students and graduates under the "Prospective Students" tab on the following School of Architecture website link: <http://architecture.ceat.okstate.edu/content/careers-architecture-arch-engineering>

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. The required documents can be found under the "Prospective Students" and "Students/Current Students" tabs on the following School of Architecture website: <http://architecture.ceat.okstate.edu/>

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: The program provides a link to NCARB's ARE pass rates under the "Prospective Students/NAAB Accreditation" tab on the following School of Architecture website link: <http://architecture.ceat.okstate.edu/>

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

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 documentation is found on the following School of Architecture website links:

<http://architecture.ceat.okstate.edu/future>

<https://admissions.okstate.edu/>

<http://diversity.okstate.edu/>

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.

[X] Met

2017 Team Assessment: The required information can be found under the "Prospective Students" tab on the following School of Architecture website link:

<http://architecture.ceat.okstate.edu/school-architecture-cost-education>

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: All Annual Statistical Reports are found on the following School of Architecture website link: <https://arch-ceat.okstate.edu/architecture-report-files/naab-documents/soa-annual-narrative-reports>

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 (2011-2015) are found on the following School of Architecture website link: <https://arch-ceat.okstate.edu/architecture-report-files/naab-documents/soa-annual-narrative-reports>

IV. Appendices:

Appendix 1. Conditions Met with Distinction

I.2.2 Physical Resources

The team noted that the physical resources that house the program provide an excellent learning environment.

B.5 Structural Systems

The team noted an exceptional understanding of, and ability to demonstrate, the principles, selection, and application of appropriate structural systems within a design problem.

D.2 Project Management

The team noted an exceptional understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery processes. The team specifically noted the integration of project management techniques in ARCH 3216 Design-Build Studio (Studio V).

Appendix 2. Team SPC Matrix

		REQUIRED COURSE #	COURSE NAME
Studio Sequence		A.1	Prof. Communication Skills
		A.2	Design Thinking Skills
		A.3	Investigative Skills
		A.4	Architectural Design Skills
		A.5	Ordering Systems
		A.6	Use of Precedents
		A.7	History and Culture
		A.8	Cult. Diversity & Social Equity
		B.1	Pre-Design
		B.2	Site Design
		B.3	Codes and Regulations
		B.4	Technical Documentation
		B.5	Structural Systems
		B.6	Environmental Systems
		B.7	Bldg Envelope
		B.8	Bldg Materials & Assemblies
		B.9	Building Service Systems
		B.10	Financial Considerations
		C.1	Research
		C.2	Eval. & Decision Making
		C.3	Integrative Design
		D.1	Stakeholder Roles
		D.2	Project Management
		D.3	Business Practices
		D.4	Legal Responsibilities
		D.5	Professional Conduct
Technology			
3262	Comp II		
3263	Systems		
3263	Materials		
3223	Timbers		
3323	Steel		
4123	Concrete		
3134	Arch. Science I		
3433	Arch. Science II		
Hist/ Theory			
2003	Arch & Society		
2203	20th c. H/T		
"H"	history/theory		
H/T	history/theory		
4093	Project Management		
5193	Practice Management		
4374/new	International Study		

Appendix 3. The Visiting Team

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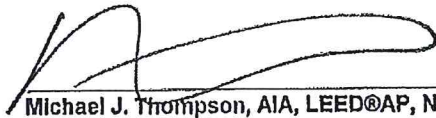
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V. Report Signatures

Respectfully Submitted,



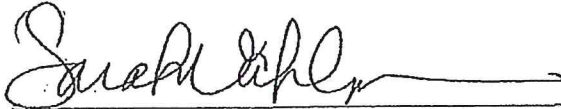
Michael J. Thompson, AIA, LEED®AP, NCARB
Team Chair

Representing the AIA



Phoebe A. Crisman
Team Member

Representing the ACSA



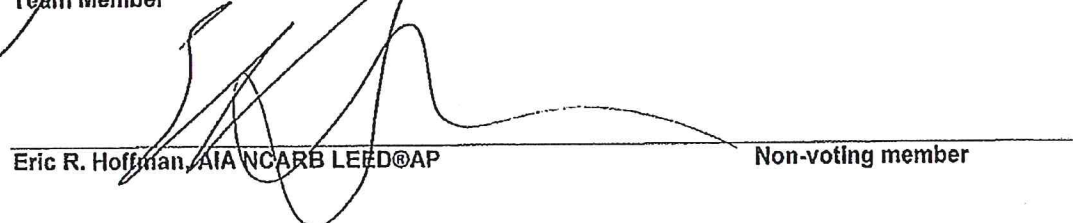
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