



**Florida A&M University
School of Architecture + Engineering Technology
Division of Architecture**

2018 Visiting Team Report

B. Arch [150 undergraduate credit hours]

M. Arch

Track I [preprofessional degree plus 55 graduate credit hours]

Track II [non-preprofessional degree plus 90 graduate credit hours]

The National Architectural Accrediting Board
February 24-28, 2018

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. Acknowledgments and Observations

The team would like to:

- Thank the School of Architecture + Engineering Technology and Florida A&M University and its administrators for their hospitality.
- Acknowledge the interim dean, faculty, and staff for their hard work in preparing an organized team room.
- Thank the students for their enthusiastic and insightful commentary on the programs and curriculum.
- Thank AIA Tallahassee for hosting a reception of accomplished FAMU architecture alumni.
- Acknowledge the impressive ratio of faculty to students and the adequate and safe facilities which are conducive to students' learning.

b. Conditions Not Achieved (list number and title)

I.1.2 Learning Culture
SPC B.5 Structural Systems

II. Progress Since the Previous Site Visit

2009 Condition I.1.4, Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

Previous Team Report (2012): Professor Chin represented the School of Architecture in the development of the *University Strategic Plan – October 2009* and the *University Restructuring Plan Fall 2011*. The School of Architecture developed a Draft Strategic Plan in the spring of 2010. The plan includes school-wide goals as well as specific goals for the Department of Architecture and for the Department of Landscape Architecture. The plan has not been ratified. There has been no further activity on the development of the School of Architecture Draft Plan since it was developed in May 2010. This is partly due to the university's reorganization of the School of Architecture to eliminate the Landscape Architecture program and to add an ABET accredited Construction program. The School indicated they plan to revise reassess the draft Strategic Plan to reflect these changes and their impact (if any) on the goals of the architecture program.

2018 Visiting Team Assessment: The criterion has been met and demonstrated through the following. Since development of the Draft Strategic plan in May 2010, the university developed updated strategic plans for the FAMU architecture program under the reorganized School of Architecture and Engineering Technology (SAET). The FAMU SAET developed a strategic plan document for 2010-2020, and an updated document for 2017-2022, which include SWOT analysis and identify goals, strategies, and objectives for the program's future assessment.

The FAMU SAET also provided assessment reports that were submitted to the FAMU Office of University Assessment for periods covering 2012-2013, 2013-2014, 2014-2015, and 2015-2016. Each assessment report identifies outcomes of the goals/objectives from the strategic plan relative to requirements in the NAAB SPC categories for the B. Arch and M. Arch programs.

2009 Condition I.1.5, Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing toward its mission.*

- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - o *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - o *Individual course evaluations.*
 - o *Review and assessment of the focus and pedagogy of the program.*
 - o *Institutional self-assessment, as determined by the institution.*

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

Previous Team Report (2012): The APR indicates the program engages the faculty through the committees, task forces and the Undergraduate and Graduate Council for developing short-term goals and long-range planning activities. The program's full-time faculty meet at least once a month during the academic year. If the School needs additional time for long-range planning or special needs, half-day or full-day workshops are held. In addition, the Dean meets weekly with the architecture program director, however no documentation was provided.

There is anecdotal evidence that the program is advancing towards its mission; however, there was no evidence presented summarizing the evaluation of progress toward the goals. As most of the goals in the strategic plan have five and ten year targets, the lack of data at this point in the accreditation cycle does not impact conformance with this criterion.

A significant number of faculty indicate they are not as engaged in the self-assessment process at the level presented in the APR.

2018 Visiting Team Assessment: The issues with Self-Assessment Procedures have been resolved. The current Self-Assessment Procedures are I.1.6.

2009 Condition I.2.2, Administrative Structure: *An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.*

Previous Team Report (2012): This condition is not met as evidenced by the APR, along with supplemental documentation provided to the team, and through conversations with faculty, students and administrators. The School of Architecture is represented as the "program" throughout the APR represents, except on page 48 where it states

"The Dean (Rodner B. Wright) is the chief executive officer and oversees the administration of all degree programs, research, and service programs of the School. The Director of the Architecture Program (Andrew Chin) is responsible for the oversight of faculty academic activity and program development, with the Division of Architecture."

The chair made this observation to the Dean prior to the visit and requested that the architecture program director represent the architecture program during the visit in order to conform to the 2011 NAAB procedures (page 13). NAAB defines these two separate roles in

SECTION 3.2.c.ii.1.c. Name, address, email, and telephone contact information for the following individuals:

- i. Program administrator
- ii. Head of academic unit in which the program will be located

The visit and the VTR reflect the visiting team's assessment of the Division of Architecture within the School of Architecture.

There appears to be an overlapping of roles between the dean and the director in the administration of the program as evidenced by supplemental documentation provided to the team, and through conversations with faculty, students and administrators. While the current structure provides a certain degree of efficiency in operating the program, and while the great efforts of the current administrators are evident and well-recognized, the administrative autonomy of the program does not seem sufficient to affirm the program's ability to meet the Conditions. In fact, better articulation of administrative responsibilities, with more involvement of the faculty, seems needed to better engage the faculty in strategic planning and vision building, improve communication flows with the faculty and the students, implement program initiatives, such as guest presentations, design reviews, and IDP educational programs, as well as addressing more effectively critical aspects such as advisement and recruitment.

2018 Visiting Team Assessment: This condition has been resolved. See Condition I.2.5.

2009 Condition I.2.2, Governance: *The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.*

Previous Team Report (2012): This condition is not met as evidenced in interviews and the APR. While students seem to have equitable opportunities to participate in program and institutional governance through the Dean's Student Council, there is no evidence that the faculty have sufficient access to governance. The two councils (for Undergraduate and Graduate Programs respectively) are not sufficiently representative of the architecture program faculty, who can nominate only half of their members. The other half are appointed directly by the Dean. There are no governance documents (faculty handbook) for the program or for the school of which it is part which document the policies and procedures for administering the program described in the APR. In addition, the clear process of decision-making is not evident and the faculty should have more formal opportunities to impact the strategic direction of the program.

2018 Visiting Team Assessment: This condition has been resolved. See Condition I.2.5.

2009 Condition I.3.1, Statistical Reports: *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

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

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

Previous Team Report (2012): The requested information was provided with the exception of the following:

- Qualifications of students admitted in the fiscal year prior to the last visit.
- Percentage that complete the M. Arch 2 year degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Compare the number of faculty promoted each year since last visit, to the institution during the same period.
- Compare the number of faculty receiving tenure to the number at the institution during the same period.

2018 Visiting Team Assessment: The statistical report is provided and includes all required data by NAAB.

2009 Student Performance Criterion B.2, Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2012): Evidence indicates that both the B. Arch and M. Arch programs exhibit numerous examples of documentation that attempt to demonstrate the ability to comply with accessibility design skills in both site and building space documents. However, M. Arch course ARC 6359: Design 6.2 does not indicate an ability to comply with this criterion, whereas drawings / diagrammatic exhibits posted under ARC 4342: Design 4.2 are also not sufficiently in compliance with this criterion, due to either the small scale of the drawings (not visibly clear); they lack proper annotation /labeling of specific areas; or there are incorrect layouts relative to current ADA accessibility requirements. This evaluation applies to both interior restroom areas as well as exterior site design areas. As such, this SPC is NOT MET for the M. Arch program, but MET for the B. Arch program.

2018 Visiting Team Assessment: Evidence in M. Arch course ARC 6373-Urban Design Studio indicates graphics analyzing layouts with ADA accessibility requirements. This shows an understanding of the basic requirements, which is incorporated into the developed urban design concept. Also, evidence of the students' achievement was found in ARC 6359-Design 6.2.

2009 Student Performance Criterion B.6, Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.5. Life Safety
A.9 Historical Traditions and Global Culture	B.7 Environmental Systems
	B.9. Structural Systems

Previous Team Report (2012): This criterion is not met in the B. Arch Program. The team did not find sufficient evidence that the other SPC were integrated in the design projects completed by undergraduates. This was especially the case for A.4. Technical Documentation, A.9. Historical Traditions and Global Culture, B.2. Accessibility, B.4. Site Design, B.8. Environmental Systems, and B.9. Structures.

The team did find more of the SPC integrated in the graduate design programs, however this criterion is also not met in the graduate programs, especially because both B.2. Accessibility and A.4. Technical Documentation were absent from most projects.

2018 Visiting Team Assessment: The criterion has been **Met** and demonstrated through previous work in B. Arch and M. Arch coursework ARC 5353 Design 5.2 and ARC 6359 Design 6.2, respectively.

2009 Student Performance Criterion B.7, Financial Considerations: *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

Previous Team Report (2012): The criterion is not met. ARC 5286 addresses the costs associated with starting and running an architecture firm, but do not deal with fundamental building costs, acquisition costs nor construction estimating.

2018 Visiting Team Assessment: The criterion has been **Met** as stated in B.10 Financial Considerations.

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

Previous Team Report (2012): Public Information has not been satisfied. The NAAB statement is incorrect in the School of Architecture Handbook and in the FAMU Catalogue.

2018 Visiting Team Assessment: NAAB statement is correct on website and in university catalog.

Previous Team Report (2012): Causes of Concern

- A. Studio Contact Hours in the B. Arch Distance Learning Program
Although non-traditional scheduling within the B. Arch program provides an opportunity for students to manage the time commitment of attending college, there is concern that certain policies associated with this program – including the contact hours for the design

studio - may not provide parity with the traditional track for this program, particularly within the design studio experience. (I.1.1)

2018 Visiting Team Assessment: The APR notes that 100% of B. Arch program lecture courses are offered as live web-casts and that distance learning tools are available in design studios to “increase the contact hours.” The lecture rooms for distance learning are set up with hardware for live-streaming of course presentations with two-way communication devices for face-time correspondence between lecturer and students online.

In addition to information noted in the APR, the interim dean confirmed that while the university sets course attendance policy, the studio professors have discretion in determining the maximum number of distance-learning studio sessions for students with nontraditional schedules.

B. Degree Parity in the B. Arch Distance Learning Program

The students that take advantage of the non-traditional scheduling within the B. Arch program may not be receiving the appropriate academic credential relative to their level of achievement as the work of these students appears to be of a consistently higher quality than that of other students. (II.2.2)

2018 Visiting Team Assessment: Refer to response ‘A’ above. The presentation of course work provided by the architecture programs did not identify distance learning course work that is different from the work of students with traditional schedules. The work is the same. There is an established level of achievement that all students must meet.

C. Inconsistent Student Advising

There appears to be inconsistency in the delivery of student advising, especially as it relates to changes in the evolution of the curriculum. (I.1.3.B)

2018 Visiting Team Assessment: The school of architecture has an advising system in place for all students. No inconsistencies in advising were found.

D. Inconsistent Communication about IDP to M. Arch Students

There is evidence that an IDP Education Coordinator has been appointed, but their role, position description, and their current training status has not been defined to adequately demonstrate that information about the IDP program is being disseminated to the students. Although the IDP Education Coordinator hosts an annual presentation to the IDP process in the freshman orientation class, the team has no documentation that the same information is presented to the M. Arch 3.5 master students at the beginning of their architectural education. (I.1.3.C)

2018 Visiting Team Assessment: The former IDP Education Coordinator has retired, and there is now an active faculty advisor/coordinator for the AXP program who has attended training. There is also a student licensing liaison who has attended AXP training and disseminates information to the students. The students are aware of AXP and many have begun reporting experience hours.

E. Financial Resources

Recognizing the financial system within which the university, the school, and the programs function, additional reductions in financial resources may impact the programs' abilities to fulfill their missions particularly in relation to continuing to provide a high quality professional architectural education to this uniquely diverse student body. The school and the university have continued to multiply their efforts to sustain the operations of the programs, but no sufficient evidence was found that future resources could be considered adequate.

Finally, the school does not seem to have in place an aggressive strategy for development to tap private funding, as a potential increase in faculty grants alone cannot be seen as sufficient to address the current budget deficiencies.

2018 Visiting Team Assessment: Financial resources are adequate for the SAET as stated in 1.2.3.

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, its faculty, staff, and students to the development and evolution of the program over time.

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

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

- Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that shapes or influences the program.
- The program must describe its active role and relationship within its academic context and university community. The description must include 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. The description must also include how the program as a unit develops multidisciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the community.

[X] Described

2018 Analysis/Review: Florida A&M University was founded on October 3, 1887, as the State Normal College for Colored Students. In 1905, management of the school was transferred from the Board of Education to the Board of Control, officially designating the school as an institution of higher education. The name was changed again in 1909 to Florida Agricultural and Mechanical College for Negroes. In 1971, FAMU was recognized as a full partner in the nine-university State University System of Florida. Under the eighth President, Dr. Frederick S. Humphries, enrollment climbed from 5,100 in 1985 to 9,551 in 1992-93 and 12,000 in 1998-99. The University's national ranking in enrolling National Achievement finalists moved to first place (in 1992, 1995, and 1997). On July 2, 2007, Dr. James H. Ammons, became the tenth president of Florida A&M University. Under his leadership, FAMU also received its first unqualified audit in three years from the Auditor General's Office. In July 2012, Dr. Larry Robinson was appointed interim president by the FAMU Board of Trustees. On April 2014, Dr. Elmira Mangum became the 11th president of Florida A&M University and the first permanent female president in the institution's 126-year history. In September 2016, Larry Robinson, Ph.D., returned as interim president of the University and in 2017 he was appointed to the post permanently.

The School of Architecture (SOA) at Florida A&M University (FAMU) was opened in September 1975, under the leadership of Dean Richard Chalmers from SUNY Buffalo. The original plan for the School was to offer a four-plus-two program structure, providing a four-year pre-professional Bachelor of Science in Architectural Studies and a two-year professional Master of Architecture. The National Architectural Accrediting Board (NAAB) accredited the Master of Architecture program in 1980. In 1983, the Board of Regents (BOR) approved the School's request to offer the five-year professional Bachelor of Architecture and the Master of Architecture option for students with prior degrees in other fields. In 1986, the professional Bachelor of Architecture (B. Arch) program received its first accreditation. Both professional architecture programs have been continuously re-accredited ever since. In 1988, Professor Roy F. Knight was appointed Dean and after his resignation in 1996, Professor Rodner B. Wright was appointed as Dean. In 2011, under a university re-structuring plan, the Construction Engineering Technology and Electronic Engineering Technology programs joined the SOA, and it was renamed the School of Architecture + Engineering Technology (SAET) and was reorganized as two Divisions: the Division of Architecture and the Division of Engineering Technology. Currently, Dean Wright is serving as Interim Provost and Director Andrew Chin is serving as the Interim Dean.

The architecture program mission is an extension of FAMU mission in furthering the education of African American students and residents of the State of Florida. The architecture program contributes to the university in a cooperative manner. The architecture faculty contributions to the university is demonstrated in their participations in university initiatives. They serve on different university committees and are engaged in community development enhancing university image by conducting highly visible service projects in Tallahassee, Orlando; Jacksonville, and Apalachicola, all cities in Florida. Students contribute to the university by participating in positions in the FAMU Student Government Association; in intercollegiate athletics and various intramural sports; in 2017-18, architecture students will be on the FAMU football, baseball, volleyball, tennis, bowling and wrestling teams, as well as in the Marching 100 Band, fraternities, sororities, and other student organizations.

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 nontraditional.

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, 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 field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Not Demonstrated

2018 Analysis/Review: The SAET's studio culture policy is published in the college's student handbook on page 78. This handbook is made available to students at orientation meetings and is online. It outlines six values that form the basis for the policy: passion, respect, professionalism, focus, integration, and time. Students are also provided the opportunity to become active in four student organizations. At this time, AIAS and APX are the most active student organizations. While the studio culture policy is available on the website, the majority of students are not aware of it and have not read the document.

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 during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- 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.

[X] Demonstrated

2018 Analysis/Review: FAMU has an office of Equal Opportunity and posts the policies on the university website. As an HBCU, it continues to produce a significant number of African American graduates per FAMU's Department of Institutional Research. According to the APR, more than 25% of the architecture students are non-African American, with a presence of a diverse faculty

and administration. The program maintains its diversity through its affiliation with a number of organizations and its recruitment of students at high school events and colleges. The school utilizes multiple entrance points into the program to continue to maintain its diverse student population.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that affect the education and development of professional architects. The response to each perspective must further identify how these perspectives will continue to be addressed as part of the program's long-range planning activities.

A. Collaboration and Leadership. The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles.

B. Design. The program must describe its approach for developing graduates with an understanding of design as a multidimensional process involving problem resolution and the discovery of new opportunities that will create value.

C. Professional Opportunity. The program must describe its approach for educating students on the breadth of professional opportunities and career paths, including the transition to internship and licensure.

D. Stewardship of the Environment. The program must describe its approach to developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and natural resources.

E. Community and Social Responsibility. The program must describe its approach to developing graduates who are prepared to be active, engaged citizens able to understand what it means to be professional members of society and to act ethically on that understanding.

[X] Described

2018 Analysis/Review: Collaboration and leadership are seen through individualized space that is part of a larger open studio environment, providing every student with a sense of belonging and the opportunity to informally engage with other students. A student has the opportunity to participate in the governance of the SAET. Within each studio, a representative to the dean's council is selected. The council meets with the dean once a month to discuss topics, ask questions, and make suggestions. Although the school supports four national architecture student organizations, the interim dean stated that AIAS and APX are active, whereas NOMAS and Tau Sigma Delta are currently inactive.

The program recognizes design thinking and students are immediately immersed in first-year freshman design studio. The first-year design studio introduces principles of design and visual communication skills. Students apply these principles to building designs as they develop their ability to draw in plan, section and elevation during second-year studio. Third-year studios integrate programmatic, structural, and environmental systems in contextually based projects. This process continues in the fourth year where students advance their skills in further developing their design process. The Capstone/Integrated Design project during the students' fifth-year studio provides the opportunity for evaluating the design process. The curriculum's sequence articulates the relationship between courses. Three primary relationships exist between the courses: Progression (themes, skills, and methods), Coordination (relationships between history, technology and design), and Integration (relating concurrent courses); see Section 3, II.2.2 Professional Degrees & Curriculum.

FAMU educates students on the professional opportunity and career paths available to architects through architecture and professional practice courses and through activities such as internship/licensure workshops, lecture series guests, AIA Legislative Day, field trips to local offices, job fairs, AIA Résumé Day, and Architecture Week.

Many of the studio projects explore strategies for sustainability, but it is most evident in architecture lecture class ARC 4610 Environmental Systems. Faculty have multiple publications, as well as funded research. Finally, Stewardship of the Environment was the central theme for Architecture Week 2016.

The program strives to educate students who are prepared to be active, engaged citizens, committed to making communities more livable, and will influence the presence of minorities in the built environment. Students actively engage through participation on the dean's council. Engagement is fostered through the student organizations, and citizenship is taught through works like the Apalachicola projects and participation in AIA Legislative Day. The school's influence and presence in the built environment is documented by the Directory of African American Architects, which states that more than 25% of the registered black architects in Florida are FAMU graduates, and Diverse Issues in Higher Education recognizes the program as a leading producer of African Americans with Bachelor and Graduate degrees in architecture or a related field.

I.1.5 Long-Range Planning: The program must demonstrate that it has a planning process for continuous improvement that identifies multiyear objectives within the context of the institutional mission and culture.

[X] Demonstrated

2018 Analysis/Review: Florida A&M University has a multiyear Strategic Plan mandate for all academic units and research centers. To promote integrated plans, the assessment of academic units is measured by the alignment of their activities with their school's strategic plans and the alignment of these plans with Florida A&M University's Institutional Mission. In 2017, the faculty revisited the program strengths, weakness, opportunities and threats and used the updated survey information in developing a long-range plan in coordination with FAMU's newest strategic plan, "FAMU Rising 2017-2022." The priorities of the plan are: exceptional student experience; excellent and renowned faculty; high impact research, commercialization; outreach and extension service; transformative alumni, community; and business engagement; First-Class Business Infrastructure; and outstanding customer experience. The full strategic plan is posted on the university website.

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 multiyear 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.

[X] Demonstrated

2018 Analysis/Review:

A: The Division of Architecture utilizes various tools to assist in self-assessment, including student reviews, faculty meetings, dean's council meetings, course evaluations, faculty annual reviews, advisory board, and tenure review. In order to help implement changes/improvements that have been identified, the program developed a Program Improvement Plan (PIP) in 2017, which subsequently led to an updated "SAET Strategic Plan." The faculty has begun reviewing and exhibiting work from every studio after each academic year since the last visit in 2012 to work toward addressing the deficiencies identified. In addition, the program faculty utilize SWOT analyses (strengths, weaknesses, opportunities, and threats) to also develop the long-range plan. The program has identified the most significant of changes implemented from the assessment activities as being the Integrated Architectural Design Experience, specifically that more than one studio is needed to meet the Realm C requirements and past deficiencies.

B: Curricular Assessment and Development: The Division of Architecture collected input on their curriculum from several different groups. These groups included outside architectural educators, university assessment office, faculty and students. The student input includes the dean's council, course evaluations and student surveys. Once input was received it was discussed and acted upon by the Academic Councils (graduate and undergraduate). These councils have been responsible for making major changes in the curriculum including a reduction of technology courses, an addition of new courses and the restructuring of other courses.

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. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff.

- The program must demonstrate that it balances the workloads of all faculty to support a tutorial exchange between the student and the teacher that promotes student achievement.
- The program must demonstrate that an Architecture Licensing Advisor (ALA) has been appointed, is trained in the issues of 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

2018 Team Assessment: The program demonstrates that it has adequate staff and administrators to promote the achievement of the students. There is a layer of contacts in the organizational chart that seems to relieve the stress of any one person. Though not initially clear, an inquiry to the faculty and administrators confirmed that advising of the students is done by the Director of Student Services, who focuses on the third year and beyond. Advising in the first and second years is provided by a department within the University, but is done so within the Smith building, alongside the architecture faculty. Students are guaranteed a 15-minute session with the advisor each term, which is required before they can schedule for the following term. Advisors are also available by appointment throughout the term. Faculty-to-student ratios are ideally kept around 1:15, though it may fluctuate slightly. Generally, the ratio within SAET is lower than the university requirements, and this is done intentionally. There are five full-time administrators, fourteen full-time teaching faculty, two part-time teaching faculty, and two research associates. Professional development within the faculty is encouraged, with individuals attending conferences and taking sabbaticals, each being reviewed on an individual basis. Based on provided diagrams and discussions with the interim dean, the programs have an Architecture Licensing Advisor who is trained on the AXP and regularly attends developmental programs. The programs, while not requiring any internships while in school, encourage students to pursue them and provides resources such as annual job fairs and local AIA networking/portfolio events to increase opportunities.

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, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2018 Team Assessment: The Walter Smith Architecture Building has five studio spaces available to architecture students. This includes three studios for undergraduate students and one for graduate students. The fifth studio is temporarily used for the NAAB team room. The observation by the team is that these studio spaces are adequate and that there is extra room for growth by the school. The building also includes a digital fabrication lab, a wood and metal shop, a computer classroom, a computer lab for student use and adequate dedicated teaching classroom spaces. Two of the teaching classroom spaces include technology that allows for webcasting of lectures and telecommuting of students into the classroom, which is necessary for the pedagogy of the fifth year of the B. Arch program. Faculty are provided with individual offices as well as conference/seminar spaces adjacent to faculty offices.

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

[X] Demonstrated

2018 Team Assessment: Florida A&M University and SAET architecture programs are funded by a combination of allocations from the State of Florida and student tuition. The architecture program budget is adequate to support student learning, and it has been increasing steadily over the last five years. The annual budget for the architecture program is used to support all components of the program operations, including faculty and staff salaries, operating and maintenance expenses, travel, and capital equipment purchases. The university's annual fiscal calendar is October 1 through September 30.

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 architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture 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

2018 Team Assessment: The APR identifies the Architecture Library as being designed to serve the architecture programs, reinforced by the fact that it is located within the Walter Smith Architecture Building. It is a branch of the Samuel H. Coleman Memorial Library (the university's main library) and is still accessible to everyone in the university. Students and faculty have full access to the FAMU Library catalog and can borrow/loan resources from any of the other Florida college and state university library systems. There is a dedicated architecture branch librarian who serves as a liaison to the faculty to ensure the collection supports curricular goals and that adequate services are available. There is also an additional full-time staff member. This, paired with the extensive databases available provides ample resources to the students and faculty relating to architecture. Services are administered in a timely manner through orientations, information literacy instruction, ready reference, searching, and virtual reference. The library is strategically located within the building and has significant visibility from the main atrium. In addition to the physical books in the space, there are numerous study areas and rooms, student use computers, and a conference room for students and faculty to use. All library spaces are ADA compliant, and a security checkpoint system is installed at the entrance to the library. Operations are consistent and funds were confirmed to be adequate and available to maintain 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 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

2018 Team Assessment: A board of trustees, which consists of thirteen members govern Florida A&M University. Six of these trustees are appointed by the governor and five by the board of governors, subject to confirmation by the Florida Senate. They are charged with policy making for the university. The elected presidents of the faculty senate and student government association serve a one-year term.

Through a university re-structuring plan, the FAMU School of Architecture was changed to a School of Architecture + Engineering Technology (SAET) with a Division of Architecture and a Division of Engineering Technology. The dean of the SAET reports directly to the interim provost/vice president for academic affairs (formerly the dean of architecture), yielding an effective, relationship with the university administration. Policies and procedures on the responsibility and authority of faculty in matters related to governance are published on the FAMU website.

The interim dean of SAET (formerly the director of architecture) is the chief executive officer and oversees the administration of all degree programs, research, and service programs of the school. The associate dean is a licensed engineer and he recently started teaching the architecture structure classes. He coordinates research and develops institutional reports. The director of the architecture programs is responsible for the oversight of faculty academic activity and program development. The director of student services is responsible for academic advisement and recruitment activities of the school. A year ago, the division of architecture appointed two coordinator positions to be equal with the division of engineering technology. They serve the undergraduate and graduate programs and they were responsible for preparing the team room.

Monthly architecture faculty meetings provide regular opportunities for questions, comments and input. The undergraduate and graduate council provide additional opportunities for faculty involvement. The faculty elect two members of the council and the dean appoints the remaining members to ensure the diversity regarding race, gender, teaching experience and areas of expertise.

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 each criterion.

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 study and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

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 representational media appropriate for both within the profession and with the public.

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 1301 - Design 1.1, ARC 1302 - Design 1.2, ARC 2201 - Theory in Architecture, and ARC 6259 - Programming Theory & Practice.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 3324 - Design 3.1, ARC 3325 - Design 3.2 and ARC 6357 - Design 6.1.

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.

B. Arch
[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 4319 - Design Analysis, ARC 5204 Arch Making, ARC 6259 - Programming Theory & Practice and ARC 6624 - New Technology of Buildings.

- 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.

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the B. Arch was found in student work prepared for ARC 5352 - Advance Architectural Design 5.1. Evidence of student achievement at the M. Arch was found in student work prepared for ARC 6357 - Design 6.1 and ARC 6970 - Thesis Masters Project Planning.

- 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.

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 2303 and 2304 - Design 2.1 and 2.2, and ARC 5362 - Grad Design 2.

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

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC1301 - Design 1.1, ARC 3325 - Design 3.2, ARC 6259 - Programming Theory and Practice, and ARC 6624 - New Technology of Buildings.

- 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, ecological, and technological factors.

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 2701 - Architectural History I, ARC 2702 - Architectural History II and ARC 5206 - Advanced Architectural Theory and Philosophy.

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

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 4319 - Design Analysis, ARC 6357 - Design 6.1 and ARC 5206 - Advanced Architectural Theory and Philosophy.

Realm A. General Team Commentary: Evidence of students' achievement was found in all courses indicated above. The programs and projects demonstrate the students' thought process, comprehension, appreciation and application of diverse systems and culture to reach well thought out conclusions that affect design.

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. In addition, 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 that includes 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.

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6259 - Programming Theory and Practice.

- 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.

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of the student achievement at the prescribed level was found in student work prepared for courses ARC 5352 - Advanced Architectural Design 5.1, ARC 5362 - Grad Design 2, ARC 5364 - Grad Design 4, and ARC 6373 - Urban Design Studio.

- B.3 Codes and Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of the student achievement at the prescribed level was found in student work prepared for courses ARC 5286 - Professional Practice I and ARC 5288 - Professional Practice II.

- 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.

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARC 3463 - Materials and Methods II.

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

B. Arch

[X] Not Met

M. Arch

[X] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. Introductory statics and strength of materials was demonstrated. A holistic understanding of structural systems was not demonstrated.

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

B. Arch

[X] Met

M. Arch
[X]Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 4610 - Environmental Systems in Architecture.

- 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.

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 3463 - Methods and Materials II and ARC 6624 - New Technology of Buildings.

- B.8 Building Materials and Assemblies:** *Understanding* of the basic principles used 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.

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 3463 - Methods and Materials II and ARC 6624 - New Technology of Buildings.

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

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARC 4610 - Environmental 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.

B. Arch
[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARC 5286 - Professional Practice I.

Realm B. General Team Commentary: Evidence of students' achievement was found in all courses indicated above with the exception of B.5 - Structural Systems. In coursework where student achievement was demonstrated, the work conveyed their thought process and understanding.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to demonstrate that they have the ability to synthesize a wide range of variables into an integrated design solution.

Student learning aspirations in this realm include:

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

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

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARC 6624 - New Technology of Enclosed Buildings.

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

B. Arch

[X] Met

M. Arch

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARC 6624 - New Technology of Enclosed Buildings.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 5353 - Advanced Architectural Design 5.2 and ARC 6359 - Design 6.2.

Realm C. General Team Commentary: Evidence of students' achievement was found in all courses indicated above.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and the need to act 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 relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARC 5286 - Professional Practice I.

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.

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for courses ARC 5286 - Professional Practice I and ARC 5288 - Professional Practice II.

D.3 Business Practices: *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARC 5286 - Professional Practice I.

- 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.

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARC 5286 - Professional Practice I.

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

B. Arch
[X] Met

M. Arch
[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for course ARC 5286 - Professional Practice I.

Realm D. General Team Commentary: *Evidence of students' achievement was found in all courses indicated above.*

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

1. The institution offering the accredited degree program must be or be part of an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); or the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the United States and not accredited by a U.S. regional accrediting agency may pursue candidacy and accreditation of a professional degree program in architecture under the following circumstances:
 - a. The institution has explicit written permission from all applicable national education authorities in that program's country or region.
 - b. At least one of the agencies granting permission has a system of institutional quality assurance and review which the institution is subject to and which includes periodic evaluation.

[X] Met

2018 Team Assessment: The team verified from the university website that on January 12, 2010, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmed FAMU accreditation. The university administration submitted its comprehensive plan to SACSCOC and the next re-affirmation visit is scheduled for March 2018.

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. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by nonaccredited programs.

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

The number of credit hours for each degree is specified in the *2014 NAAB Conditions for Accreditation*. All accredited program must conform to the minimum credit hour requirements:

[X] Met

2018 Team Assessment: The professional degrees offered are the Bachelor of Architecture (B. Arch.) degree and the Master of Architecture (M. Arch.). The B. Arch. degree has a total of 150 credit hours, which includes 120 undergraduate credit hours leading to a B.S. Arch., in addition to 30 credit hours of advanced architecture courses (27 required and 3 elective credit hours). The B.S. Arch. consists of 60 lower division and 60 upper division credit hours.

The M. Arch. program is a professional graduate degree and is designed as a two-year curriculum for students with an undergraduate degree in architecture. It consists of a total of 55 credit hours, of which only one is a 3-credit hour elective course (pre-professional degree + 55 graduate credit hours). The three-and-one-half year M. Arch. is designed for students without a pre-professional degree in architecture and has a total of 90 credit hours (pre-professional degree + 90 graduate credit hours). The curriculum consists of design studios, lectures, thesis

development and elective classes. Both tracks of the M. Arch. culminate with a thesis project, which is a synthesis of each student's focus and interest exhibiting the knowledge and skills gained through their studies.

Part Two (II): Section 3 – Evaluation of Preparatory Education

The program must demonstrate that it has a thorough and equitable process for evaluating 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 course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- 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 before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: FAMU SAET has developed a form to evaluate the preparatory education of students who have completed coursework outside of FAMU. Two examples of this work were provided for the team. If a student comes from an institution outside of the state of Florida system, courses required for the accredited degree are not allowed except for first-year studios, computer classes and freshman theory courses. None of these courses carry SPC. If a student transfers from within the state of Florida system that uses the statewide course numbering system, the courses are transferred and credit is given. These classes have to meet the same learning objectives in order to have the same or similar numbers as the FAMU courses. These are only classes within the freshman and sophomore courses. Students who transfer from another NAAB-accredited school, the courses are transferred and credit is given only if the NAAB has given the same SPC for the course already taken. The courses are checked based upon the APRs and VTRs posted by the NAAB member school.

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 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

2018 Team Assessment: Statement on NAAB-Accredited degree including the exact language found on the NAAB conditions for accreditation is accessible on the school website and included in the school catalog.

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

2018 Team Assessment: The 2014 NAAB Conditions for Accreditation and the 2015 NAAB Procedures are accessible on the website.

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

2018 Team Assessment: The SAET Bachelor of Architecture (B. Arch.) degree and the Master of Architecture (M. Arch.) provide access to links under the heading “Career Development Information” on the school page of the university website. The information includes general links to professional organizations, including ACSA, AIA, AIAS, APX, NCARB, and NOMA.

The APR identifies events that introduce students to professional opportunities and career paths, including the AIA Legislative Day, AIA Résumé Day, and the Job Fair. The program also provided access to student representatives of the AIAS, APX, and ACSA, which all confirmed access to resources and support relative to these professional development events.

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

2018 Team Assessment: The most recent Architecture Program Report (APR) 2011, Visiting Team Report (VTR) 2012, the NAAB Decision Letter from the 2012 NAAB Accreditation visit to the FAMU architecture program are posted on the architecture program website and in the library.

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

2018 Team Assessment: Evidence of the pass rates for FAMU School of Architecture and Engineering Technology are available on FAMU's architecture program website under Accreditation.

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

2018 Team Assessment: The FAMU architecture programs are designated as "limited access programs", meaning there are more requirements for admission. Both an academic and portfolio review are completed prior to acceptance. A sophomore review is also done for community college transfers. The information for applications for both undergraduate and graduate programs can be found on FAMU's website, though this is specific to the university and not the architecture programs. More specific information regarding the architecture programs and admissions requirements can be found on SAET's website. The program requirements also include information on the cooperative programs and articulation agreements that exist between FAMU and certain schools within the state of Florida, and how these students go about being admitted. The university and the program support many diversity initiatives as well. Scholarships are available and posted on the website and texted out to students.

II.4.7 Student Financial Information:

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

2018 Team Assessment: The APR identifies that student financial information is widely available on FAMU's website, via the Office of Financial Aid. The university provides an estimated cost of attendance on the same website which includes tuition, fees, housing, books, transportation, and miscellaneous attendance costs. In addition, they have a Net Price Calculator that estimates cost and average aid awarded. However, this only is applicable for undergraduate students - the calculator does not represent costs for graduate students. Incoming students are not required to purchase a computer, which helps keep costs down. Graduate students have several sources of funding that many take advantage of, such as research/ teaching assistantships and partial tuition waivers.

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

2018 Team Assessment: Annual Statistical Reports submitted to the NAAB Office for 2012-2016, have been verified by a signed letter from the Office of Institutional Research of the University. It states that they were accurate and consistent with reports sent to other national and regional agencies.

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

2018 Team Assessment: Focused Evaluation Reports for 2014 and 2015 are available on the website under accreditation.

IV. Appendices

Appendix 1. Conditions Met with Distinction

SPC B.1 Pre-Design, C.1 Research, C2 Integrated Evaluation and Design-Marking Design Process and C.3 Integrative Design, met in ARC 6624 - New Technology of Enclosed Buildings, ARC 6259 - Programming Theory and Practice, ARC 5353 - Design 5.2 and ARC 6259 - Design 6.2. These courses work in conjunction with each other to provide an excellent integrative design process that emulates the complex design process experience in an architecture office environment.

SPC C.1 Research, and C.2 Integrated Evaluations and Decision-Making Design Process, met in ARC 6624 - New Technology of Enclosed Buildings. This course exhibited a comprehensive integration of systems into the design process through the use of case studies.

Appendix 2 SPC Matrix

Appendix 3. The Visiting Team

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V. Report Signatures

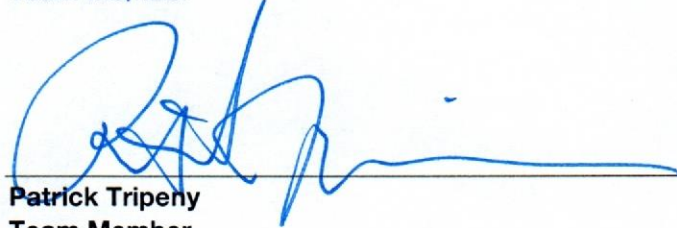
Respectfully Submitted,




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Robert Maschke, FAIA
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Patrick Tripeny
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Christine Snetter, AIA
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