Bowling Green State University
Department of Architecture and Environmental Design

2019 Initial Accreditation Visiting Team Report

M. Arch (pre-professional degree plus 52 graduate credit hours)

The National Architectural Accrediting Board
October 12-16, 2019

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 the Built Environment*, Director Arsenio Rodrigues; Senior Secretary, Tena Spratt; Dean Jennie Gallimore; the university administration; faculty; staff; and students for their enormous efforts in preparing for the accreditation visit. We appreciate your gracious hospitality.

The hiring of Dr. Arsenio Rodrigues, since the last visit, has made a tremendous difference in the life of the program. We applaud his leadership, energy and sustained enthusiasm, which has inspired faculty, encouraged students, and dramatically enhanced the professional program at Bowling Green State University (BGSU). His commitment and ability to work with the faculty to organize the curriculum, integrate coursework, especially the various aspects missing during the last visit, and to invigorate diversity of thought and design is commendable. Director Rodrigues's mission to foster a sense of community and stability was instrumental in the establishment of the new *School of the Built Environment*, which now includes the programs of construction management and architecture, additionally addressing the necessary governance changes of a new school.

The team would also like to recognize the hiring of a permanent dean, Dr. Jennie Gallimore for the College of Technology, Architecture and Applied Engineering. Her support of the program and its work towards initial accreditation has dramatically shifted the faculty and students' perceived value and sense of belonging within the college. Additionally, the support of the newly hired provost, Dr. Joe Whitehead and his understanding of architecture as a relevant STEM discipline to prepare its graduates to enter the workforce and have lifelong careers has created a much better environment for the department. The hiring of a permanent director, dean and provost has solidified the place of the program within the strategic vision of the university.

Bowling Green State University has embarked on a challenging effort of building a professional master's curricula out of an existing undergraduate Bachelor of Science degree in a state with four other accredited programs, but in a region where there is no other school of architecture. There is a clear need for a professional degree for students in this geographic area. Affirmation of this demand came from our interactions with the students, the professional advisory board, and members of AIA Toledo. The program's strength is found in its smaller class sizes, relationship with construction management, emphasis on entrepreneurship, strong sense of community within the School, and interaction with the profession. A respectful environment and broad appreciation for each other's talents, opinions, and contributions has led to a unique culture in the school.

BGSU students describe themselves as competitive yet collegial -- a family. The M. Arch. students' diverse backgrounds create a strong intellectual community, yet one where there is a dynamic relationship between the graduate and undergraduate students; the AIAS and NOMAS; as well as a powerful non-hierarchical atmosphere. The program's commitment to an educational model of instruction by exceptional faculty fosters a confident spirit amongst its students. The Dean understands and appreciates the enormous contribution of this program within the BGSU community.

The team applauds the full-time faculty's leadership, energy and sustained enthusiasm in building this program, which has inspired the adjunct faculty, encouraged students, and dramatically enhanced this professional degree option. Their deep passion and commitment to the development of the program is evident in the trust exhibited between them and the community that has been created.

On behalf of the National Architectural Accrediting Board, the members of the visiting team

extend appreciation to the program faculty, staff, students, and institutional leadership for their kind hospitality and cooperation in this accreditation visit.

b.   Conditions Not Achieved

C.2   Integrated Evaluations and Decision-Making Design Process
C.3   Integrative Design
II.2.2   Professional Degrees and Curriculum

II.   Progress Since the Previous Site Visit

2014 Condition 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.

Previous Team Report (2017):

Program Self-Assessment Procedures

The APR-IA (pgs. 15-16) describes assessment as both informal and formal. For example:

- "The formal part of the department self-assessment process is composed of several parts. It includes, but is not limited to: solicitation from faculty; students' and graduates' views about the Program; individual course evaluations; and periodic faculty review of teaching and program offerings. The program is involved in and contributes to institutional self-assessment, both at the College and University levels which is reflected in the university - wide academic plan."

The team did not find evidence of formal metrics to evaluate the above items.

Curricular Assessment and Development

The APR-IA (p.16) describes that curricular assessment is being driven by the "University community." For example:

- "The College Dean is responsible for coordinating, scheduling, evaluating, and improving the curricula and programs of instruction, including proposals for new courses or the modification

or discontinuance of existing courses which includes the appropriate involvement of the faculty and college committees or councils……Following that, a curricular proposal and its assessment will be submitted to the department chair for review and approval by the chair and the faculty of the department. The department chair will then forward the proposal and supporting materials to the appropriate curriculum council of the college for approval and transmittal to the college dean. After approval, the dean returns the proposal and supporting materials to the proposal initiators, who then transmit the proposal and supporting materials either to the Undergraduate or Graduate Council."

The team notes that an attempt to synchronize courses and faculty has occurred and adjustments have been made so that each faculty member is aware of and applies the relevant SPC and reflects these in his/her syllabus. The team observed that faculty members are working to reinforce the SPC that were "Met" in the classes they teach and are also transforming the SPC that were identified as "Not Yet Met" into "To Be Met" criteria. Some current catalog course descriptions are not yet quite aligned with the updated versions of the NAAB Conditions.

The team is concerned that the metrics for evaluation and assessment are not fully developed.

2019 Analysis/Review:
Program Self-Assessment Procedures: The May 2018 Assessment Report provides quantitative and qualitative analysis from faculty surveys of the May/October *2017 Long Range Plan*. The June *2018 Graduating Student Exit Assessment* report provides quantifiable analysis in alignment with NAAB student performance criteria from graduates. Additionally, student satisfaction with overall learning experience, teaching effectiveness, faculty commitment, interest in pursuing licensure and career intentions were surveyed. These surveys demonstrate significant progress from the 2017 VTR where no evidence of formal metrics was evident. Individual "Course Self Evaluations" from the faculty surveyed the preparation of students against the SPC criteria referenced to each class. The metrics for evaluation and assessment suggest significant development from that noted in the 2017 VTR. Finally, student course evaluations for the past two years were provided.

Curricular Assessment and Development: The dean functions as the principle administrative officer responsible for evaluating, and improving the curricula and programs of instruction, including proposals for new courses or the modification or discontinuance of existing courses. The college dean then coordinates between the college and the graduate college in matters related to modifying the graduate curriculum within departments. The APR-IA provided a graphic (*Curricular Assessment and Development*) showing the path of curricular development and assessment of the process. Formal assessment and qualitative feedback have been shared with the team, including graduating student exit surveys, faculty evaluation of each class that they teach, and a student's evaluation of their course. The program director provided a list of departmental committees, which did not show a curriculum committee. Through conversations with the faculty there seems to be an informal ad-hoc assessment and development of individual courses, and a formal process to move through changes at the college and university level, but no formal process for the assessment and development of the overall curriculum at the departmental level.

2014 Student Performance Criterion 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.

Previous Team Report (2017):   Evidence of site design and analysis was not found in students' work products. While the course lecture reviewed the elements and importance of site analysis,

the student work products did not exhibit a comprehensive understanding of this design principle such as identifying existing site conditions and opportunities and constraints unique to the site to be effectively used to develop design alternatives and solutions.

2019 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared across the four design studios in the curriculum – ARCH 6210 Graduate Design Studio 1, ARCH 6220 Graduate Design Studio 2, ARCH 6310 Graduate Design Studio 3, and ARCH 6320 Graduate Design Studio 4.

2014 Student Performance Criterion 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.

Previous Team Report (2017): Evidence of student achievement at the prescribed level was not found in student work prepared for ARCH 6520, Codes + Regulations. There is concern about principles of life safety and accessibility in design studio projects.

2019 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6220 Graduate Design Studio 1 and ARCH 6320 Graduate Design Studio 4 during process work and final presentation, and for ARCH 6530 Codes & Regulations in tests and case study research. The team found that the program has changed the course number to 6530 which is not a design studio but a seminar course. The aspects of life safety and egress are being covered through a dedicated class session and homework assignment; a separate class session is dedicated for Life Safety Plans and Accessibility; and an additional class session on Life Safety and Fire Code. This course also has a final project that requires egress path plans, accessibility diagrams and integration into design, and fire protection systems and ratings.

2014 Student Performance Criterion 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.

Previous Team Report (2017): Insufficient evidence was found in ARCH 6510 Sustainable Systems, such as mechanical, plumbing, electrical, and fire protection systems.

2019 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6510 Sustainability Systems and for ARCH 6320 Graduate Design Studio 4.

2014 Student Performance Criterion 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.

Previous Team Report (2017): The team found the integrated design skills, such as site conditions and analysis, life safety issues, and structural system selection, were not consistent in design projects presented in the team room.

2019 Visiting Team Assessment: The team found the integrated design skills, such as site conditions and analysis, structural systems and environmental system integration **were not consistently found in all design projects in the design studios**. There was evidence in some individual projects, but it needs to be seen in the student work across all projects.

2014 Student Performance Criterion 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.

Previous Team Report (2017): The team did not find evidence of understanding of methods for selecting consultants, assembling teams, and recommending project delivery methods.

2019 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6610 Professional Practice / Entrepreneurship through multiple lectures and assessments. This course has developed an understanding amongst students that now addresses selecting consultants, assembling teams, and recommending project delivery methods through an architectural firm research and business planning project.

2014 Condition 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.

Previous Team Report (2017): The CTAAE website includes a statement about NAAB-accredited degrees. However, this statement does not follow the exact language prescribed by the NAAB. The following statement is the beginning of its accreditation statement on the website:

"*The National Architectural Accrediting Board [NAAB] has granted BGSU's Department of Architecture and Environmental Design continuing candidacy for its Master of Architecture professional degree. The accreditation process has involved the following:*

● *NAAB Visit for Initial Candidacy: 2013*

● *NAAB Visit for Continuing Candidacy: 2015*

● *NAAB Visit for Initial Accreditation: 2017* "

Also, the BGSU website cites for 6-year instead of 8-year term of accreditation.

It does not mention the Doctor of Architecture degree.

The same website also states that the Master of Architecture may "consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education."

2019 Visiting Team Assessment: The school has provided the exact language for the NAAB-accredited degree on the department's website and has made it easily accessible at: https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

2014 Condition 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.

Previous Team Report (2017): Since the first cohort graduated in 2015, there is no data on any graduate taking or passing the ARE.

2019 Visiting Team Assessment: The school has provided a link that is easily accessible and leads directly to NCARB's statistics at: https://www.bgsu.edu/technology-architecture-and-applied-engineering/schools-and-departments/architecture-and-environmental-design/statement-on-status-of-accreditation.html

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

2019 Analysis/Review: Bowling Green State University (BGSU), founded in 1914 is one of fourteen state-assisted, public universities in the state of Ohio. The College of Technology, Architecture, and Applied Engineering (CTAAE) has its origins in the late 1950's and a comprehensive architecture program was formalized in 1990. Planning for the curriculum began in 2001 with formal approval of the Master of Architecture degree granted in March 2010.

The mission of the program is "to pursue the convergence of technical and liberal arts to inspire and empower students to enhance the built environment."

The M. Arch. is the first professional degree program at BGSU and is a model for further professional degrees on campus. University and administration leaders all note the importance of BGSU's role in creating study opportunities in architecture and a pipeline of professional graduates to serve the region of northwestern Ohio.

The program's history, mission, culture, and pedagogy are clearly stated in the APR-IA (pgs 7-11).

The program maintains its active relationship with local and nearby architecture communities, in particular through AIA components (AIA Toledo, AIA Ohio), through relationships established through cooperative education initiatives, and with the Toledo Design Center. The positive relationship within the university context is heightened by permanent appointments in the positions of University Provost, and Dean of the College of Technology, Architecture & Applied Engineering who note the program as a key stakeholder in BGSU strategic planning initiatives. The provost, dean, faculty and student body all acknowledge the permanent director of the School of the Built Environment appointment as an important conduit of clear communication with BGSU governance. Proposed capital investments (such as building expansion) in the College further denote commitment to Architecture among allied disciplines within the University.

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] Demonstrated

2019 Analysis/Review: The evidence for learning culture was found in the studio culture policy, and confirmed in meetings with faculty, department chair, provost and students.

The program's studio culture policy highlights five points of emphasis; Optimism, Professional Conduct, Community, Time Management and Work School-Life Balance, and Health and Well-being. The implementation takes place through posted signs in studio spaces, distribution of copies to incoming students, continual reviews with faculty and students of the policy, and posting the policy online.

Faculty expressed they receive release time from teaching to perform research. The opportunity for additional funding and grants has been created through a proposal process which is supported and encouraged by the university president, provost and the college's dean.

In conversations with faculty, staff and students, they explained that they have many opportunities to be involved in local and national professional societies such as AIA, AIAS and NOMAS. Additionally, they can also participate in conferences hosted by ACSA or other professional societies. The student organizations provide activities and events for the program, while also participating in projects that benefit the larger campus community and the nearby region.

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

2019 Analysis/Review: The team found that a number of institutional-level policies and programs are in place to support a wide variety of diversity initiatives. The university administers an EEO program for faculty and staff hiring that provides guidance for adhering to EEO policies. BGSU's AA policy requires qualified applicants, women, minorities, persons with disabilities and those with veteran status to be given equal opportunities to compete for open positions. The university Office of Multicultural Affairs promotes, facilitates, and advocates for a welcoming, socially just and inclusive campus community by supporting the retention of diverse student populations and providing diversity education and multicultural programs for students, faculty, staff and the surrounding community. The Office of Multicultural Affairs is supported within the framework of the Division of Diversity and Belonging. This office also supports the university's LGBTQA+ Programs, TRIO Programs, which provide educational outreach and academic enrichment programs designed to motivate and assist first-generation students who come from families with limited income, the Center for Women and Gender Equity, the Center for Violence Prevention and Education, and the Office of Title IX. Each department of the Division of Diversity and Belonging offers programs and services for students, faculty, and staff.

At the program level, the department is committed to compliance with all university guidelines. The program's statistical report reflects that the student population of the graduate program is currently balanced in terms of gender and includes nearly thirty percent racial or ethnic minority students.

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

2019 Analysis/Review: The School of the Built Environment is structured to foster collaborative and cross-disciplinary learning, knowledge sharing, and the exploration of ways the practice of architecture can expand and deepen through collaborative leadership. Students regularly interface with construction management students through coursework, student organizations, community service, and design competitions. The studio culture policy, revised on 9/11/2019, references objectives to encourage a community of engaged collaboration among students and faculty. This was widely endorsed through meetings with faculty, staff, administration, and students. The graduate experience also requires two courses within the MBA program from which students gain valuable cross-disciplinary learning and engagement.

The department's commitment to design and technology can be seen in the work of the studios. As a foundation for their professional knowledge all design studios emphasize the assimilation of their academic coursework. The faculty seek a healthy culture of investigation providing a balance of design experiences that allow students to develop pragmatically generated studio proposals as well as creative explorations that show risk-taking and creative problem-solving. Design solutions are seen as an understanding of architecture that conceives a building as more than an object to be described, but as a spatial construct that performs - not just what it is, but what it does and how it works.

The School of the Built Environment has multiple resources for providing professional opportunities through the college's Cooperative Education Program. This program has a significant database of potential employers that exceeds the demand for placement of students. AIAS and career services staff organize regular career and co-op fairs which are well attended by students and employers. AXP advising workshops are provided by the student representative and faculty advisor twice a year and awareness by the student body appears universal; they declare a virtually unanimous ambition to the path towards licensure.

Professional Practice classes expose students to a breadth of opportunity and career paths. Additionally, required classes offered in the MBA program broaden opportunities and skill sets for graduates. The role of AIAS and NOMAS in fostering professional development and leadership opportunities is acknowledged by all stakeholders.

The program prepares its students with an understanding of ecological design practices, integration of passive and sustainable technologies and the larger impact of environmental factors such as climate,

energy, and biodiversity to become leaders in sustainability. Architecture faculty, staff and students aid the University's "Climate Action Plan" by using resources more wisely and economically.

The School of the Built Environment utilizes the unique quality of the surrounding community and region to serve as the foundation for its socially responsible initiatives. Within the curriculum, courses consistently require students to analyze the social impact of design and create solutions that benefit the broader community. In particular, the team observed that partnerships with the Toledo Design Center, Habitat for Humanity, and the university's Center for Community and Civic Engagement integrate public interest design into the curriculum.

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

2019 Analysis/Review: Evidence of multiyear objectives can be found in the document *BGSU Department of Architecture & Environmental Design: Long Range Plan*. This document outlines seven distinct objectives to be addressed in six specific realms. The objectives include the NAAB Five Perspectives, Local & Regional Relationships, Globalization, Development/Advancement, Growth, Practice, and Entrepreneurship. These objectives are to be achieved incrementally over one to two years, three to four years, or five to seven years.

Evidence of continuing improvement within the overall mission of BGSU Graduate College can be found on the Graduate College website. The BGSU Graduate College offers flexible and varied learning experiences that fit into students' current professional lifestyles through part-time, weekend/evening, and online/blended programs. The Department of Architecture offers an Accelerated Bachelor to Master's option, which allows undergraduate students who meet specific criteria to take graduate level coursework.

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

2019 Analysis/Review:
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metrics was evident. Individual "Course Self Evaluations" from the faculty surveyed the preparation of students against the SPC criteria referenced to each class. The metrics for evaluation and assessment suggest significant development from that noted in the 2017 VTR. Finally, student course evaluations for the past two years were provided.

Curricular Assessment and Development: The dean functions as the principle administrative officer responsible for evaluating, and improving the curricula and programs of instruction, including proposals for new courses or the modification or discontinuance of existing courses. The college dean then coordinates between the college and the graduate college in matters related to modifying the graduate curriculum within departments. The APR-IA provided a graphic (*Curricular Assessment and Development*) showing the path of curricular development and assessment of the process. Formal assessment and qualitative feedback have been shared with the team of graduating student exit surveys, faculty evaluation of each class that they teach, as well as a student's evaluation of their course. The program director provided a list of departmental committees, which did not show a curriculum committee. Through conversations with the faculty there seems to be an informal ad-hoc assessment and development of individual courses, and a formal process to move through changes at the college and university level, but no formal process for the assessment and development of the overall curriculum at the departmental level.

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

2019 Team Assessment: Tenure-track and tenured faculty can receive $1,000 and non-tenure-track faculty are eligible to receive $500 annually to attend conferences or fund research activity. In addition, funds have recently been made available at the college level to support faculty research and development in excess of the amounts stated above. These funds are available through an application process.

Two faculty recently left the program to accept positions in other locations. These positions have not yet been filled, and faculty have had increased course loads as a result. A search to fill these roles is expected to launch in the near future, which should help alleviate that issue once the positions are filled.

The program has appointed a faculty member as the ALA. The advisor was unable to attend the 2019 NCARB Licensing Advisors Summit, but a student representative attended and has shared information with her colleagues. Information sessions have been held during the last two semesters with the Ohio Architects Board.

Graduate student advising has not been formally established. Faculty informally meet with graduate students to discuss progress and answer questions. Additional advising resources are available at the institution level.

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

2019 Team Assessment: The evidence was described in the APR-IA (pgs. 31-32), and confirmed during meetings with the department chair, and the facilities and library tours.

Classes and studios are housed in the program's own building which allows 24 hour, 7 days a week secure access for students and faculty after hours, on holidays or weekends. The main elements of the Park Avenue Building are a 60-seat lecture hall, a 20-seat library/conference room, 10 faculty offices, administrative offices, a small conference room, studio spaces, a public gallery, a design shop, and restrooms.

Jerome Library has a dedicated librarian for the STEM resources with two floors which house its associated collection of books and subscriptions. There is a learning lab that provides support for differently abled students across the campus found on the first floor. Jerome Library is making investments to shift their collection to be STEM focused and have aligned current periodicals to be those publications which have been requested by the faculty for their students.

A materials library in the Park Avenue Building has been created to provide students with material samples to better understand their properties and applications.

The facilities for making and model building are split between two buildings (Park Avenue Building and College of Technology Building) that are adjacent to each other. The Park Avenue Building houses a small model building equipment laboratory with 3-D printers, laser cutters, model photo booth, plotters, cutting mats and a spray booth. The adjacent building houses larger equipment meant for design-build or larger model applications including a CNC router, wood, power and hand tools, and a construction space.

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

[X] Demonstrated

2019 Team Assessment: At BGSU, directors of academic departments do not have control over personnel budgets but they do have control over operating expenditures such as supplies, travel and entertainment, faculty professional development, and a carry-forward budget (faculty compensation is addressed through a collective bargaining agreement). The department does have access to other funding sources such as course fees, program fees, foundation accounts, or grants and revenue generated from services to external customers.

Graduate scholarships and stipends are allocated to the colleges by the dean of the graduate college and each college dean allocates those resources among academic departments depending on the number of graduate students and the level of scholarship awarded to each student. For FY 2018-19, a total of nine graduate assistants received both stipends and scholarships in the Architecture Department.

A non-endowed fund titled Architecture Advancement Program was created to enhance student and faculty activities not otherwise funded by the department operating budget. Expenses tied to this fund could include (but are not limited to) equipment, supplies, student recruitment and retention, travel and professional development for faculty, staff, and students, alumni activities and other general program expenses. Funding for the Advancement fund comes from donations to the program.

Through meetings with the provost, dean, director and faculty it is clear that with the hiring of a permanent dean and director financial support is more available and focused towards the *School of the Built Environment* and more specifically the architectural program. Additional monies have been allocated for tools, resources, and research endeavors when a strong case has been made for those funds.

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

2019 Team Assessment: A tour of the campus library was provided, led by the dean of university libraries, the circulation manager, and educational and research specialists assigned to the architecture program. Information resources are located in the Jerome Library at the center of campus, a short ten-minute walk from the Park Avenue Architecture & Environmental Design building. Collections relevant to the architecture students are located on the second and eighth floors. There is a team of librarians focused on the STEM programs on campus, which includes the department and the *School of the Built Environment*. These reference librarians are available for scheduled, one-hour research appointments. The university has shifted the strategy for acquisition of materials to strengthen resources in the STEM environment and $87,425 has been spent to acquire 1,847 books over the past few years. Additionally, the library has worked with architecture faculty to acquire subscriptions to *Abitare* and *Details*, journals which complement the teaching within the School. In addition to physical resources, the library system provides online support through authenticated remote access anytime, anywhere.

Documentation was provided through a handout titled, "Analysis of Current Library Holdings and Library Impact Statement," which was submitted in January 2019.

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

2019 Team Assessment: The 2017 report noted continued concern over interim leadership in the program. The subsequent permanent appointment of a dean for the College of Technology, Architecture & Applied Engineering and permanent director of the School of the Built Environment appear to have introduced stability, leadership and direction to the program. This is supported by the visiting team's conversations with the provost, faculty and students.

In conversations with direct stakeholders (provost, dean, director, faculty, and students), acknowledgement of AIAS, NOMAS and other individual student participation in the program, department and college governance indicates high engagement at the time of the visit, and includes involvement in the Dean's Advisory Committee on Diversity and Inclusion (DACODI), as well as on faculty search committees. These meetings also confirmed student participation and opportunities on the BGSU Graduate Student Senate and student representation on committees (as referenced in the APR-IA). Student involvement stated in the APR-IA was provided in a *Shared Governance and Participation* document which articulated the committee structure of the college and the department.

CONDITIONS FOR ACCREDITATION

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student final presentations prepared for ARCH 6220 Graduate Design Studio 2, and in ARCH 6610 Professional Practice / Entrepreneurship, ARCH 6620 Business Innovation by Design, and ARCH 6630 Applied Entrepreneurship in assignments and final presentations.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6210 Graduate Design Studio 1, ARCH 6220 Graduate Design Studio 2, ARCH 6310 Graduate Design Studio 3, and ARCH 6320 Graduate Design Studio 4.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in site analysis and diagrams, material studies, structural research, and sustainable practice research prepared for

ARCH 6210 Graduate Design Studio 1, ARCH 6220 Graduate Design Studio 2, ARCH 6310 Graduate Design Studio 3, and ARCH 6320 Graduate Design Studio 4.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student design work prepared for ARCH 6210 Graduate Design Studio 1 through diagrams, sections describing environmental strategies, two-dimensional plans and site plans, and three-dimensional digital models.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6210 Graduate Design Studio 1, ARCH 6220 Graduate Design Studio 2, ARCH 6310 Graduate Design Studio 3, and ARCH 6320 Graduate Design Studio 4.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student process work and final presentations prepared for ARCH 6210 Graduate Design Studio 1, ARCH 6310 Graduate Design Studio 3, and ARCH 6320 Graduate Design Studio 4, and in ARCH 6630 Applied Entrepreneurship in research assignments and the final presentation.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6800 Seminar in Architecture and Design.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6210 Graduate Design Studio 1, and ARCH 6320 Graduate Studio 4 through diagrams, charts depicting analysis, and investigative process used to inform design.

> **Realm A. General Team Commentary:** An overall review of student performance in all criteria of Realm A showed students' ability to think critically and to understand basic research and professional concepts. The team found evidence of critical thinking and representation skills including communicating graphically in a range of media, comprehending people, place, and context and recognizing the disparate needs of client, community, and society. A trend was noticed that critical thinking and implementation of skills remained stagnant as the scale and complexity of a design project increased.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student projects and assignments prepared for various courses in the curriculum including ARCH 6210 Graduate Design Studio 1, ARCH 6220 Graduate Design Studio 2, and ARCH 6530 Codes & Regulations.

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

2019 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared across the four design studios in the curriculum – ARCH 6210 Graduate Design Studio 1, ARCH 6220 Graduate Design Studio 2, ARCH 6310 Graduate Design Studio 3, and ARCH 6320 Graduate Design Studio 4.

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.

[X] Met

2019 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6220 Graduate Design Studio 1 and ARCH 6320 Graduate Design Studio 4, and for ARCH 6530 Codes & Regulations in tests and case study research.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6210 Graduate Design Studio 1 and ARCH 6320 Graduate Design Studio 4.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in design projects and illustrations prepared for ARCH 6210 Graduate Design Studio 1 and ARCH 6310 Graduate Design Studio 3.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6210 Graduate Design Studio 1 and ARCH 6320 Graduate Design Studio 4.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student process work and the final studio project presentations prepared for ARCH 6210 Graduate Design Studio 1, ARCH 6310 Graduate Design Studio 3, and 6320 Graduate Design Studio 4, and in ARCH 6510 Sustainable Systems in testing and final course work.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in studio projects and course assignments prepared for ARCH 6310 Graduate Design Studio 3 and ARCH 6510 Sustainability Systems.

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.

[X] Met

2019 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6510 Sustainability Systems and for ARCH 6320 Graduate Design Studio 4.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student projects, presentations, and assessments prepared for ARCH 6610 Professional Practice / Entrepreneurship and ARCH 6620 Business Innovation by Design.

Realm B. General Team Commentary: Student comprehension and ability to apply technical aspects of design, systems, and materials was evident in Realm B. Student achievement met the prescribed level in all areas. However, the level of success in these areas was variable. High level understanding and knowledge of building costs, project financing methods, operational and life-cycle costs was achieved in ARCH 6620 Business Innovation by Design and ARCH 6630 Applied Entrepreneurship.

The use of common place environmental systems software tools was not evident.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6630 Applied Entrepreneurship and ARCH 6800 Seminar in Architecture and Design.

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.

[X] Not Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work across all team room evidence nor in the courses listed in the matrix ARCH 6220 Graduate Design Studio 2 and ARCH 6310 Graduate Design Studio 3.

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] Not Met

2019 Visiting Team Assessment: The team found the integrated design skills, such as site conditions and analysis, structural systems and environmental system integration **were not consistently found in all design projects in the design studios**. There was evidence in some individual projects, but it needs to be seen in the student work across all projects.

Realm C. General Team Commentary: The theoretical and research methodologies applied in ARCH 6630 Applied Entrepreneurship and ARCH 6800 Seminar in Architecture and Design are models for application in all Graduate Design Studios.

The team found little evidence of iterative process that would inform evaluation and integrated decision making across multiple systems and variables to satisfy **C2 Integrated Evaluations and Decision-Making Design Process**. Explicit examples of problem identification, setting evaluative criteria, analysis and predictive techniques were not found in the team room.

The team found many design challenges applied with integrated design solutions, some of which did demonstrate an understanding of integrative thinking and technical solutions. For **C.3 Integrative Design**, the team found inconsistent abilities related to environmental systems and structural system selection. The students' ability to provide complete and integrated solutions over a broad scope of project complexity and sheer scale of site and building programs assigned in the ARCH 6320 Graduate Design Studio 4 was not consistently demonstrated.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6610 Professional Practice / Entrepreneurship in tests, lectures and business plan

proposals, in ARCH 6620 Business Innovation by Design through research papers and lectures, and in ARCH 6320 Graduate Design Studio 4 in final presentation work.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6610 Professional Practice / Entrepreneurship through multiple lectures and assessments.

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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6610 Professional Practice / Entrepreneurship, ARCH 6620 Business Innovation by Design, and ARCH 6630 Applied Entrepreneurship. Student work included business plans, architectural firm research papers, focused financial management, long term and short term business planning, marketing, firm organization, and entrepreneurial process of research, design and development.

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

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6610 Professional Practice / Entrepreneurship and ARCH 6530 Codes & Regulations.

D.5 **Professional Conduct:** *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.

[X] Met

2019 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6610 Professional Practice / Entrepreneurship through lectures, essays, assessments, student presentations, and attendance at the AIA Ohio Convention.

Realm D. General Team Commentary: The ARCH 6610 Professional Practice / Entrepreneurship course provides a strong foundation in business principles for the practice of architecture as well as the business of construction. The program has developed a unique focus on entrepreneurship that is reflected in ARCH 6620 Business Innovation by Design and ARCH 6630 Applied Entrepreneurship. The level of rigor demonstrated within this realm aligns with the application of the university's 'design your life' strategy and advances the Strategic Plan.

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

2019 Team Assessment: Bowling Green State University is accredited by the Higher Learning Association and a member of the North Central Association of Colleges and Schools (NCACS). Evidence was found on the BGSU website and through a letter provided from the NCACS that was shared with the team.

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 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] Not Met

2019 Team Assessment: The M. Arch curriculum description, for the BGSU pre-professional degree plus 52 graduate credit hours, provided in the *APR-IA rev. 6 September 2019* indicates 37 credit hours of design studio and professional core, with 15 hours of technology, business and history/theory core. With additional information it was understood only nine of the total graduate credit hours were considered optional. Per the *2014 Conditions for Accreditation* all professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests by taking additional courses not required within the curriculum. The program is in the process of revising the curriculum to reflect ten hours of optional study to be in effect beginning in Spring 2020.

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

2019 Team Assessment: The APR-IA, pgs. 50-51 describes the process used to evaluate preparatory education for the Master of Architecture degree. This program is developed for students who have completed the four-year Bachelor of Science degree with a major in architecture from BGSU, or an equivalent pre-professional degree from another institution. Those holding an equivalent pre-professional degree including those with a degree in any field other than architecture, may be admitted to the Master of Architecture program with limited standing until specific prerequisite courses have been completed. The university has formal guidelines in approving the admission of a student into the Graduate College, using the recommendation of the program to assess limited standing, and in informing those students of the extended length of time required prior to acceptance into the program. The team observed informal methods for these students for their admission into the department. At the time of the visit the number of non-BGSU undergraduates into the Master of Architecture program were few, and the process was rigorous, so the informality was acceptable. It was noted that resources are available at the institution level to assist with formalizing this process, especially if the number of non-BGSU undergraduates grows significantly.

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

2019 Team Assessment: The required information was found on the Bowling Green State University Website for the College of Technology, Architecture & Applied Engineering. Under the NAAB accreditation link there is a statement on the NAAB-accredited degrees with the exact language found in the NAAB *Conditions for Accreditation*, Appendix 1. This statement is in the same place as all the online resources for students and potential students in the Department of Architecture and Environmental Design and is under a link titled NAAB Accreditation which makes it easily accessible.

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 NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2019 Team Assessment: The required information was found on the Bowling Green State University Website for the College of Technology, Architecture & Applied Engineering. Under the NAAB Accreditation link there are hyperlinks for both the *2014 NAAB Conditions for Accreditation* and the *2015 NAAB Procedures for 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

2019 Team Assessment: The required information was found in the APR-IA and confirmed in the meetings with the faculty and students, in course work, and through past and upcoming AXP education sessions. A dedicated AXP Faculty Advisor and Student Advisor both participate in educating students on the processes of gaining architectural experience, and the process of licensure by bringing in outside NCARB reps from the state level for further assistance. The Co-Op (Cooperative Education) Program, a nationally accredited Co-Op by the Accreditation Council for Co-Op and Internship (ACCI) offers students the ability to integrate education studies with work experience in a professional setting while still earning college credits. The Career Center assists students in writing resumes, developing interview skills and searching for co-op opportunities. ARCH 6610 Professional Practice / Entrepreneurship, ARCH 6620 Business Innovation by Design, and ARCH 6630 Applied Entrepreneurship all provide students with skills in business practices and in innovation and development of design ideas further into potential business plans. All of these programs

help students in developing, evaluating, and implementing career, education, and employment plans that align with their interests and goals.

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

2019 Team Assessment: The required information was found on the Bowling Green State University Website for the College of Technology, Architecture & Applied Engineering. Under the NAAB Accreditation link there are hyperlinks that lead to the most recent APR-IA, VTR and the Decision Letter from the year 2017. All links were tested and directed to PDF's of the correlating required material.

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

2019 Team Assessment: The BGSU College of Technology, Architecture & Applied Engineering website links visitors to the NCARB website. The NCARB site does not include results of testing by Bowling Green State University graduates due to the current status of the BGSU program.

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

2019 Team Assessment: Admissions and advising policies and procedures are clearly listed on the BGSU Graduate College website under the program content associated with the Department of Architecture & Environmental Design. The site contains links to applications, outlines requirements and procedures in detail, clarifies how decisions are made regarding remediation and advanced standing. Student diversity initiatives are outlined on the BGSU Division of Diversity and Belonging website.

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

2019 Team Assessment: Public information regarding opportunities for financial aid is available on the BGSU Graduate College website which is linked directly from the Department's specific graduate information. Estimates for all tuition and fees can be calculated online through a robust interactive calculator.

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

2019 Team Assessment: Annual Statistical Reports have been submitted, and the Vice Provost for Institutional Effectiveness certified on January 16, 2019 that all data submitted are accurate and consistent. The signed letter is included in the APR-IA Section III.1.1.

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] Not Applicable

2019 Team Assessment: This visit is for initial accreditation. The program is not required to submit Interim Progress Reports at this time.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

A.3   Investigative Skills: The team was impressed by the varied methodology used by the program to ensure that students attain the prescribed level of achievement in this criterion. Investigative skills were shown throughout all of the graduate design studios in site analysis and diagrams, material studies, structural research, and sustainable practice research.

B.10   Financial Considerations: The emphasis of the program in the business aspects of the profession were clearly evident in this criterion through the lectures, assignments, projects, presentations, and assessments prepared for ARCH 6610 Professional Practice / Entrepreneurship and ARCH 6620 Business Innovation by Design.

D.2   Project Management, and D.3 Business Practices: The evidence for these two student performance criteria are intertwined and show how the program has developed a unique focus on entrepreneurship that is reflected in ARCH 6620 Business Innovation by Design and ARCH 6630 Applied Entrepreneurship. The level of rigor demonstrated aligns with both the application of the university's 'design your life' strategy and advances its Strategic Plan, but also confirms the importance of project management and business practices in the profession of architecture.

Appendix 2. Team SPC Matrix

Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
SPC expected to have been met in pre-professional education																										
ARCH 1050 Design Representation I																										
ARCH 2050 Design Representation II																										
ARCH 2220 Design Studio I																										
ARCH 3210 Design Studio 2																										
ARCH 3220 Design Studio 3																										
ARCH 4210 Design Studio 4																										
ARCH 4220 Design Studio 5																										
CONS 2550 Introduction to Construction																										
CONS 3360 Structural Design																										
CONS 3380 Steel, Concrete and Masonry Design																										
ARCH 2360 Mechanical & Electrical Building Systems I																										
ARCH 2710 Computer-Aided Design for Architecture																										
ARCH 3360 Architectural Materials and Systems																										
ARCH 3370 Mechanical & Electrical Building Systems II																										
ARCH 2330 History of Architecture I																										
ARCH 2340 History of Architecture II																										
ARCH 3310 Theory in Architectural Design																										
ARTH 3660 Modern Architecture																										
SPC met in NAAB-accredited program																										
ARCH 6210 Graduate Design Studio 1		A	A	A	A	A		U	U	A			A	A	U											
ARCH 6220 Graduate Design Studio 2	A	A	A	A	A	A			A	A	A			A	A											
ARCH 6610 Graduate Design Studio 3		A	A	A	A	A		U	A	A	A		A		U	U	U									
ARCH 6620 Graduate Design Studio 4	A	A	A	A	A	A		U	A	A	A	A		A	U	U	U									
ARCH 6610 Sustainability Systems							U									A			U							
ARCH 6800 Seminar in Architecture and Design							U												U			U				
ARCH 6590 Codes & Regulations										A	A														U	
ARCH 6610 Professional Practice/Entrepreneurship	A																	U	U			U	U	U	U	U
ARCH 6620 Business Innovation by Design	A				A													U				U	U	U	U	U
ARCH 6660 Applied Entrepreneurship	A																							U		

Appendix 3. The Visiting Team

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V.   Report Signatures

Respectfully Submitted,

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Peter Exley, FAIA
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