

**Prairie View A&M University  
School of Architecture**

## **Visiting Team Report**

**M. Arch.** (pre-professional degree + 36 graduate credit hours)

The National Architectural Accrediting Board  
7 March 2012

*The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.*

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**I. Summary of Team Findings**

**1. Team Comments & Visit Summary**

The School of Architecture (SOA) at Prairie View A&M University (PVAMU) is seen as a signature program within the institution. In addition, the iconic facility housing the SOA is one of the newest on campus and is placed in a location giving strong presence to the program near the campus entry. The SOA is seen as a leading light for the university by university administration and is often pointed out as the program to emulate.

Anecdotally PVAMU SOA brings more African American architecture graduates into the profession than any other school in the nation each year. The program provides a very large group of challenged first generation college attendees with the opportunity to enter a profession that many consider beyond their reach. The SOA has created a unique culture, attitude, and enthusiasm for instilling success that is widely embraced by faculty, students, and administration even during times of economic challenge. An entrepreneurial spirit is evident, and there is a remarkable attitude of acceptance of whomever one is.

Perhaps due to administrative staff shortages, materials provided in the APR and in the team rooms contained contradictory or missing information that sometimes challenged the team's ability to evaluate whether conditions were met. The team rooms were well organized, just light on content, particularly related to student work in binders. Requests for additional documentation were, however, met with enthusiastic eagerness to address the team's needs. The hospitality and warmth of the students, faculty, and administration were unmatched.

**2. Conditions Not Met**

- A.3 Visual Communication Skills
- A.7 Use of Precedents
- B.11 Building Service Systems Integration

**3. Causes of Concern**

- A. ARE Pass Rate: There is a concern regarding the existing low pass rates on the Architect Registration Exam (ARE) by graduates. Based upon data provided in the APR, pass rates over the last five years do not exceed 20%. Likewise, the number of graduates who actually sit for the exam upon eligibility is extremely low. According to the APR, since the program moved to the professional degree in 1972, only 30 graduates have become registered architects. The team urges the school to work to develop programs that both encourage more ARE participation and to establish exam preparation sessions for those graduates who are in the process of taking the exam.
- B. Compounded Roles: Due to a significant reduction in funding over the past several years, the decision was made to eliminate the position of director of the architecture program and not employ the services of a development officer. For the past five years the dean has accepted the responsibilities of dean, architecture program director, and development officer. It is impossible for a dean to fully carry out the duties and responsibilities of the office while also simultaneously managing development and administrative requirements of an architecture program.

**4. Progress Since the Previous Site Visit (2006)**

**2004 Condition 2, Program Self-Assessment Procedures:** *The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation*

*of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.*

**Previous Team Report (2006):** PVAMU SOA appears to engage in numerous endeavors geared to assessing the program's advancement toward achieving accreditation. However, the number of contradictory pieces of information and the lack of thorough documentation provided to the team result in this condition being "not met."

SOA is to be commended for the thorough self-assessment document included in the *Architecture Program Report (APR)*. Strengths, challenges, and plans of action were identified and documented in the following categories: Faculty and Staff, Students, Facilities, Resources, Research, Service, Technology, Administration, Teaching and Curriculum, Leadership, Access, Accountability, Academic Freedom, Student Organizations, Diversity, and the Profession. However, there is no strategic plan included with the documentation that identifies strategies and time lines for accomplishing the goals.

The APR makes reference to two specific assessment documents—a strategic plan and a quality enhancement plan—yet neither is included in the APR. The APR also refers to numerous self-assessment activities such as community meetings, student course evaluation forms, faculty evaluation forms, alumni/ae surveys, and surveys from employers regarding student internships, yet no examples of these documents are included. While the committee has no doubt that these areas are being assessed in some way, it would benefit the program to include examples of these documents so the accrediting team can better understand what is being assessed and the strategies identified and/or implemented for correcting areas of concerns.

Overall, the accrediting team had difficulty locating information in the team room and had to ask for too much additional information in order to better understand areas of concern. As a result, too many pieces of contradictory information came to the attention of the team. For example, page 1-10 of the APR indicates research as a strength of the program, yet page 1-14 states that not much research takes place; page 3-74 states that the library has no slide collection, yet when gathering additional information about the library, the team was told there was a slide collection with 21,000 slides; pages 1-10 and 3-99 refer to the fact that SOA brings in more money than it spends, yet financial instability is an ongoing theme throughout the document.

The team was further concerned regarding this issue since SOA responded to a condition "not met" during the 2000 accrediting visit by saying that a particular condition was not met because the SOA "did not display the work appropriately to answer the question." It is incumbent upon the SOA to present the accreditation material in a clear, concise, and accurate manner, and the accrediting team felt SOA fell short in this area.

**2012 Visiting Team Assessment:** The program had responded positively to the prior team report regarding program assessment and strategic planning during a focused evaluation in 2009. This 2012 team sees this condition as remaining met.

**2004 Condition 3, Public Information:** *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

**Previous Team Report (2006):** The 2005–07 *Undergraduate Catalog* contains the correct wording. The 2005–07 *Graduate Catalog* contains outdated and incorrect wording.

Inconsistent/incorrect wording is also contained in APR pages 3-14 (correct) and 3-17 (incorrect). Hence this condition is “not met.”

**2012 Visiting Team Assessment:** The program had responded positively to the prior team report regarding NAAB-required wording, which was added to the Graduate Catalog during a focused evaluation in 2009. NAAB-required wording is included in all required publications. The NAAB Conditions for Accreditation can be found on the School of Architecture website at <http://pvamu.edu/pages/7722.asp> and in the School of Architecture Undergraduate and Graduate Catalog for 2011–2013. This 2012 team sees this condition as remaining met.

**2004, Condition 9, Information Resources:**

*Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.*

**Previous Team Report (2006):** Library materials are centrally located in the John B. Coleman Library as there are no collections housed in remote sites around the PVAMU campus. The Coleman Library is located across the street from SOA and provides students an opportunity to leave the studio and interact with other students and use other campus facilities. Some students enjoy walking to the library and find the environment appropriate for study, research, and reflection. However, some students admit they would use the library more if it were located in the building.

SOA currently has a small space designated for an in-house resource/reference library and anticipates expanding this collection of materials once the College of Business moves out of the building. (The space originally designated for the library is currently occupied by the College of Business's Marketing Department.) To date, the SOA collection contains 159 VHS tapes, 23 DVDs, 12 CDs, and 21,000 slides. The SOA library is currently not accessible on a regular basis but plans are underway to staff it with student workers. These students will help relocate slides still located in the previous facility and will organize and digitize them.

SOA appears to have an excellent working relationship with the staff of the Coleman Library. All first-year students, new students, and faculty are required to attend one information literacy session. Faculty, staff, and students recommend titles for purchase and thus help shape the architecture collection. Eleven thousand (3 percent) of the library's total holdings (356,562) relate to architecture and 8,000 of these have NA titles. For FY 2005, \$35,485 (6 percent) of the total library budget was designated for architecture books and \$193,972 (33 percent) was designated for architecture databases and electronic resources.

The Coleman Library purchases architecture materials with money from the National Endowment for the Humanities (NEH) Fund, the Office of Civil Rights (OCR) Architecture Fund, and the Library Access Fund. The OCR fund ceased in FY 2004 but the NEH and Library Access Funds continue to cover materials costs. In addition, students are assessed a \$10 library usage fee per credit hour to help defray costs for the more expensive materials.

Because of the dislocation of the planned library space by the College of Business and the pending but not-yet-implemented replacement resource/reference library, the team evaluates this condition as “not met.”

**2012 Visiting Team Assessment:** The program had addressed the prior team report regarding library resources during a focused evaluation in 2009. A small collection of materials is kept within the facility, and there is immediate access to the main library in an adjacent building. This 2012 team sees this condition as remaining met.

**2004, Condition 10, Financial Resources:** *An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.*

**Previous Team Report (2006):** “Where there’s a will, there’s a way.” This is the underlying theme of architecture education nationwide, not just at PVAMU, and it is particularly evident when financial resources are limited but the need to create the best conditions for teaching and learning are not. In short, PVAMU SOA is doing an extraordinary job within the limited resources it has.

But the challenges remain. Anticipated increases in enrollment, the maintenance and operation of the new facility, and expanded academic programs will all require both ongoing financial resources as well as committed funding over time. While the benefits of the one-time investment in the striking new facility are not to be overlooked, the success of the program will depend upon its continued funding, at least a noteworthy portion of which will expire in August 2007.

This subject is further discussed in Section I, Summary of Team Findings, 4. Causes of Concern, and is the single issue around which revolve many potentially affected aspects of the program at PVAMU SOA.

**2012 Visiting Team Assessment:** The program responded successfully to the prior team concern regarding financial challenges during a focused evaluation in 2009. The SOA will remain fiscally challenged with institution-wide cost reductions of 15% mandated by the state. The SOA is creatively meeting needs with outside funding sources and operational efficiencies. This 2012 team sees this condition as remaining met.

**2004 Criterion 13.25, Construction Cost Control:** *Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating*

**Previous Team Report (2006):** While there is evidence to suggest that the issue is peripherally addressed in several courses that contribute to an understanding, the APR course matrix identifies only a single course, Arch 4443, CAD Construction Documents, as “satisfying the criterion.” However, the course syllabus for Arch 4443 states that the related material only “contributes” to the understanding. Hence by SOA’s own assessment there is no course in the total curriculum to which primary responsibility is assigned to satisfy the criterion. Thus, the team evaluates this criterion as “not met.”

**2012 Visiting Team Assessment:** The program had responded positively to the prior team report regarding student performance criteria 13.25, construction cost control, during a focused evaluation in 2009. This 2012 team sees this condition as remaining met.

**Previous FE Team Report (2009):**

## **2. Program Self-Assessment Procedures**

*The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty’s, students’, and graduates’ views on the program’s curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program’s focus and pedagogy.*

Met	Not Met
[X]	[ ]

**(2009 Focused Evaluation Team Assessment):** This Condition is Well Met. The program has developed an excellent comprehensive strategic plan update for fiscal years 2009–2013 called “Quality Without Compromise.” This plan ties the vision and mission of the program to the university’s core values and provides an assessment framework for evaluating how well the program is doing over this projected period of time.

A university-level assessment committee has been formed in 2008–2009 with seven architecture faculty, with members from construction science, community development, and student services, and with three students from architecture, construction science, and community development.

The following is an update on the activities of the program’s self-assessment plan:

**University Committees:** Dr. Bockhorn, chair of the School of Architecture Assessment Committee, has been serving on the Prairie View A&M University SACS Accreditation/Assessment Committee since being appointed by the provost in 2007. He, along with Professor Barry Norwood, was appointed by the provost to the university’s Institutional Effectiveness Council (IEC). Professors Norwood and Bockhorn have attended the regular meetings of the SACS and IEC and reported their findings and information to the entire faculty in meetings held at the SOA.

**Course Assessment:** Dr. Bockhorn used short presentations at faculty meetings to explain the basis for assessment. He followed that with classroom observations. The committee also developed an “End of Course Summary” form to provide instructors a standard means in which to report their assessment findings.

**NAAB Matrix:** As has been the case for the past five years, during the fall meeting of the School of Architecture (SOA) faculty, the dean requested that all instructors teaching in the architecture program review the 2008 NAAB matrix. This was completed in the course of September-October. The use of the NAAB matrix has been incorporated into the SOA syllabus template per semester.

Over the course of the year, the design faculty reviewed and discussed the matrix in sessions sponsored by Professor Bill Price. At the beginning of the 2009–2010 academic year, the dean briefed the faculty on the new NAAB Conditions. These new Conditions have been incorporated into a new SOA matrix and the syllabus template.

**Learning Objectives:** As a result of a progress report to the university’s SACS core team in March 2009, the chair held a meeting with George Eustace, Industry Relations Coordinator at Texas A&M University, regarding learning objectives. Based upon the discussion and the assistance from Mr. Eustace, the committee developed an initial “Course Learning Objectives” file. This document is being used to check two aspects: (1) Are all syllabi using the correct learning objectives for their course? and (2) Are all professors teaching similar courses, using a common approach to their learning objectives? This form is under revision this semester as the faculty is tasked to have a coordinated list completed by the end of the fall semester 2009.

In addition, Professor William Cannady, FAIA, is serving this academic year as the coordinator for design in the school. Professor Cannady, a long-time instructor of note at Rice University and an award-winning practitioner in Houston, will be responsible this year to coordinate the design studios in our school and will provide an assessment report at the end.

**Internships:** As part of the same meeting with Mr. Eustace, the chair also shared the updated assessment procedures used by the TAMU College of Architecture to determine the assessment of internships. The chair elected to run a test of the process in the summer term 2009 with students completing internships.

For the past three years the internship coordinator has contacted each firm that employed an SOA student as an intern. These contacts have been both by telephone and by actual office visits when the offices were readily accessible and within university travel guidelines. These meetings and conversations were held in both preemployment and postemployment conditions.

Currently the program is developing a file that will allow the SOA to start tracking the experiences offered by the employer versus that reported by the students in their “skill and knowledge” file. This will offer us the ability to compare and contrast the results from the employee and the employer perspective. The chair is also developing a survey to formally document the internships with each employer.

**Exit Surveys of Graduating Seniors:** Since 2001 the SOA has required that all graduating seniors in architecture complete an exit survey. The survey was primarily based upon the 34 conditions of the NAAB. The survey also has five (5) open-ended questions that the graduate is asked to respond to. The SOA compiled the data obtained through the exit surveys from 2005 through the spring commencement of 2009. The raw data is to be reviewed and analyzed by the committee during the fall semester 2009. *[Note: Dr. Arsenio Rodrigues, Dan Bankhead, AIA, and Dr. Jeff Bolander, PE, are appointed to this subcommittee.]*

**Quality Enhancement Plan (QEP) and Strategic Plan:** The SOA had targeted a review and update to its 2004–2005 QEP and Strategic Plan as part of the 2008–2009 academic year. Dr. Bockhorn and the Assessment Committee solicited input from stakeholders (students, faculty, and staff). The draft was submitted for review by the office of the dean. Following this submittal in the fall semester 2009 the documents were submitted to the university’s SACS Accreditation/Assessment Committee for review and approval. At the time of this report, the university has submitted the Compliance Certification Report to SACS (September 10, 2010).

### 3. Public Information

*To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

Met	Not Met
[X]	[ ]

**(2009 Focused Evaluation Team Assessment):** This Condition is Met. NAAB’s correct public information language was found under the accreditation link (<http://www.pvamu.edu/pages/5083.asp>, site accessed October 1, 2009) and in the submitted PDFs of the online 2009–2010 Architecture Graduate Catalogue, on pages 120 and 121, and the Undergraduate catalogue on page 175.

### 9. Information Resources



*Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.*

Met	Not Met
[X]	[ ]

**(2009 Focused Evaluation Team Assessment):** This Condition is Met. The program response (see the three points below) addresses the last visiting team's concern of the "dislocation of the planned library space by the College of Business and the pending, but not-yet-implemented replacement resource/reference library, the team evaluates this condition as "not met."

1. Housing faculty members of the College of Business in the architecture building has no effect on the reference library. What this move caused was a dislocation of the Community Urban and Rural Enhancement Studies (CURES) space and two other seminar rooms. The reference library is located on the second floor across from the area used as offices for several faculty members from the College of Business. As reported by the program, this seemed to be a misunderstanding, and it would have been cleared up if the NAAB team asked the observer about this particular issue. Michael Rotondi, FAIA, the designer of the building, was serving as the observer with the last NAAB visiting team. According to the program, this item was corrected in the program's first response to the VTR. And, at the time of the design of the building, the decision was made not to have a full library in the new building for the program, since the university's main library is right across the street from this facility.
2. The SOA has been working with the university library over the course of the spring semester 2009 and the summer term 2009 to move books related to instruction from the library to the SOA reference library. Approximately 500 books were transferred to our SOA library during June 2009.
3. The directors of the programs are utilizing the services of the library to inform the incoming freshman students of the workings and services that are available. The following topics are covered: building a search strategy, locating full-text, and newspapers and magazines vs. journals (primary vs. secondary sources). Handouts on the use of the library catalog are available, as well as on library general information, library use policy, how to find books/online articles, and the APA Style Guide.

## 10. Financial Resources

*An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.*

Met	Not Met
[X]	[ ]

**(2009 Focused Evaluation Team Assessment):** This Condition is Met. The annual report addressed many of the concerns of the last visiting team. The response of the program to the additional information requested by the FE team adequately addressed the remaining concerns. Here are the responses:  
Adequate Faculty Salary Levels and Faculty Numbers:

According to supplemental information submitted, the total faculty salaries line item increased 48% from the last visit. This reflects an increase in the total number of both part-time and full-time faculty. During the last visit there were 15 total faculty compared to the current number of 22. As best as the Focused Evaluation Team can tell, the faculty numbers seem adequate for the program based on the information provided. For the next visit, understanding the load of the faculty as it relates to the curriculum would help in the further assessment of this area.

**Administrative Staffing Numbers:**

The program has reconfigured the administrative staff and increased its size to be a more effective structure for the program.

The administrative staff changes have been as follows:

During the last visit, the staff was:

- Assistant to the Dean
- Academic Computer Technician
- Administrative Assistant
- Senior Secretary

The current configuration of the staff is:

- Director of Student Services
- Multimedia Coordinator
- Model Shop Coordinator
- Administrative Assistant
- Administrative Secretary
- Senior Business Specialist (being advertised)

**On-Site Architecture Library Resources:**

This was listed under financial resources by the last visiting team, but has been addressed under Condition #9 – Information Resources response.

**Scholarship Levels:**

The program provides thousands of dollars of scholarships as listed in the focused evaluation report of the program. These scholarships are annually allocated in the operating budget of the program, and they are awarded every semester.

A new scholarship established since the last NAAB visit is the Nathelyne A. Kennedy Endowed Scholarship of \$100,000. It awards \$2,500 per semester for two students.

The amount of money provided for scholarships has grown substantially since the last visit as follows:

2007 scholarship amount:	\$1,020,718.53
2008 scholarship amount:	\$1,202,787.75
2009 scholarship amount:	\$1,338,100.00

Information submitted in the annual report for field trips, opportunities for international study, and comprehensive lecture series was adequate, but the program did provide an updated list of lectures and other related activities since the last NAAB visit.

**Lectures from 2007–2009:**

In addition to the listed lectures below, the students attended lectures at Texas A&M University.

With regards to lecture series, since the 2006 visit, the TIPHC (Texas Institute for the Preservation of History and Culture) received \$500,000 funding from the Brown Foundation (Houston). With these funds the TIHC:

1. Produced three PBS Education documentaries
2. Started a major refereed publication
3. Produced classroom posters for teaching Texas history and distributed them to over 3,000 middle and junior high schools in the state
4. Held a conference on diversity
5. Established 8 research internships for graduate students and undergrad students;
6. Held four public exhibits in our building's Gallery
7. Arranged and hosted the following lectures:

*Public Lectures Sponsored by TIPHC/ SOA 2007*

1. Melvin Mitchell, FAIA: "The Crisis of the African-American Architect: Conflicting Cultures of Architecture and (Black) Power" (4/4/2007)
2. Professor Dr. Terry Birdwhistell: "Preserving Our Past One Story at a Time: The Promise and Challenge of Oral History." Associate Dean of Special Collections and Digital Programs Division, University of Kentucky (2/7/2007)
3. Dr. Jackson, University of Michigan, Ann Arbor: "Islam in Black America: From Slavery to Hip-Hop" (2/21/2007)
4. Dr. Finnie Coleman: "Diaspora, Diversity, Dissent and Development." Director, Africana Studies Program, Associate Professor, University of New Mexico, Albuquerque (4/18/2007)
5. Prof. Colbert: "Two Prisons in Texas: An Architectural Analysis" (9/26). Professor of Architecture, University of Houston
6. Prof. David Woodcock: "Discovery through Documentation." Texas A&M, College of Architecture (10/24)

*Public Lectures Sponsored by TIPHC/ SOA 2008:*

1. Professor Ralph B. Johnson, University of Florida: "Un-masking Fort Mose: Architectural Preservation and Historic Reflections"
2. Curtis J. Moody, FAIA, NCARB, Moody-Nolan, Inc.: "Leading a Design Firm: The Success Story of an African American Architect and Designer"
3. Dr. Sharon Sutton, FAIA, University of Washington: "Architects of Color as Civic Leaders"
4. Kwendeche AIA: "From Humnoke to Ubud and Back"
5. Professor Maceo Dailey, University of Texas, El Paso: "Juneteenth, Jubilation and Journey Proud: Black Texans Exit Captivity and Enter Community, 1875–1900"
6. Elizabeth Richter, FAIA, Richter Architects, Corpus Christi, Tex.: "Design Process and Meaning in Architecture"
7. Professor William Cannady, FAIA, Architect and professor at Rice University: "Fifty Years of Architectural Projects"

*Public Lectures Sponsored by TIPHC/ SOA (Spring only) 2009:*

1. Donna Carter, AIA, Carter Associates, Austin, Tex.: "Twenty-five Years of Practice: Bridging Architecture, Preservation and Planning" (3/5/2009)
2. Sheryl Tucker-DeVasquez, AIA: "Light & Water —Works of Louis Barrigan" (4/15)
3. Dr. Mardelle Shepley, Professor and Director of the Center of Health Systems and Design, Texas A&M University College of Architecture: "Healthcare Environments for Children and Their Families"

**Equipment/Outfitting of the Building:**

As reported by the program, almost all of the equipment listed in the focused evaluation report was purchased after the last NAAB visit in spring 2006 for the model shop and the computer lab located in the new building that had just been moved into fall 2005. These rooms are fully equipped and the program had to add two additional rooms for more computers in response to the increased student demand for equipment. All the projectors in the classrooms, the auditorium,

and the conference rooms were purchased and installed after the last visit, in addition to four large plasma screens and also the capability for having video conferences in the main conference room.

**2012 Visiting Team Assessment:** Conditions not met or causes of concern to the 2006 visiting team were addressed during a focused evaluation in 2009. This 2012 team sees these conditions all as remaining met.

## **II. Compliance with the Conditions for Accreditation**

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

### **Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT**

#### **Part One (I): Section 1. Identity and Self-Assessment**

**[X] The program has fulfilled this requirement for narrative and evidence**

**2012 Team Assessment:** The APR includes an articulate description of the history and mission of the program and university.

##### ***1.1.2 Learning Culture and Social Equity:***

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

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

**[X] The program has demonstrated that it provides a positive and respectful learning environment.**

**[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.**

**2012 Team Assessment:** The students, faculty, and administration within the PVAMU SOA program embrace a particularly positive and commendable attitude toward each other, toward learning, and toward providing opportunities to everyone. It truly demonstrates a unique and rich culture that is caring and nurturing to each student as an individual.

**I.1.3 Response to the Five Perspectives:** *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.<sup>1</sup> In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** Prairie View A&M University is dedicated to excellence in teaching, research, and service. Its activities include a range of academic programs encompassing undergraduate and graduate education in seven colleges and the School of Architecture. The eight schools and colleges of the university offer bachelor's, master's, and doctoral degrees in over eighty majors and fields of study. The university conducts basic and applied research in its colleges as well as through a number of centers.

The School of Architecture participates fully in university governance through representation on committees and councils, along with special service groups and task forces. Importantly, since the last NAAB visit, the School of Architecture's dean, faculty, and students have had prominent roles in the coordination of the planning, design, and construction of all of the new buildings on campus. In addition, members of the faculty and administration serve on the Dean's Council, Academic Council, Graduate Council, University Assessment Committee, Admissions and Academic Standards Committee, Athletic Council, search committees, Library Committee, and Faculty Senate.

Along with activities of active chapters of the AIAS, CSI, NOMAS, Women in Architecture, and Tau Sigma Delta, students in the school participate in many formal and informal university opportunities. These include student government, fraternities, sororities, and many sports and social activities.

The team found confirmation of these conditions in university catalogs and discussions with students and faculty.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** This program prepares its students for work through a mandatory internship, which the students value as a tool that primes them for life after their formal education. Some students already boast multiple job offers at hand for graduation in May. Students in this program exhibit an exceptional entrepreneurial spirit—many of them aspire to own their own firms. There is a large body of student leaders who are involved in a multitude of student organizations that give them the opportunity to network with professionals, travel around the

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<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

country and world, and mentor other students. It is this passionate body of students that raises the bar and elevates the level of work produced in the School of Architecture.

The team found confirmation of these conditions in course catalogs and through discussions with students, faculty, and administration.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** Evidence was present in the Architecture Program Report (APR), in the team room, and from the general accreditation exhibition that the architecture curriculum is focused upon ensuring that all enrolled students are prepared for internship and are ready to enter the profession upon graduation. In particular, the Comprehensive Design Studio (5579) demonstrates this fact.

It is important to note that the school places a significant emphasis upon the Intern Development Program (IDP) and encourages participation by all eligible students. Faculty undergoes training as IDP coordinators and works diligently to ensure that students establish a council record and then assist the students in maintaining that record. The recent addition of Dr. Bruce Bockhorn as IDP coordinator for the school is making a significant difference relative to this issue. The fact that the school is able to assist with the cost of IDP record establishment for some students demonstrates a serious commitment to the IDP process. Further, the newly developed summer internship program for master's level students introduces the upcoming graduates to professional offices and consequently enhances job opportunities for participants upon graduation.

While the school is to be commended for the above-cited initiatives and curriculum emphasis, there is a concern regarding the existing low pass rates on the Architect Registration Exam (ARE) by graduates. Based upon data provided in the APR, pass rates over the last five years do not exceed 20%. Likewise, the number of graduates who actually sit for the exam upon eligibility is extremely low. According to the APR, only 30 graduates since the program moved to the professional degree in 1972 have become registered architects. Indications are that these circumstances are improving with more recent graduates attempting to successfully navigate the architectural registration process, and because of the work of Dr. Bockhorn. Nonetheless, the team urges the school to work to develop programs that both encourage more ARE participation and to establish exam preparation sessions for those graduates who are in the process of taking the exam.

The team found confirmation of these conditions in course catalogs, university websites, and through discussions with students, faculty, and administration.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** A significant portion of the faculty is comprised of licensed and practice-oriented architects. The Houston region offers architecture practice opportunities for graduates and student interns. Internship opportunities are available to students, and faculty make personal contacts with employers to evaluate and enhance the effectiveness of the experience for each student involved in these internship opportunities. There was no evidence of a professional advisory council to the school apparent during the team visit, yet local architects individually contribute time and financial donations to the school. Practitioners participate in project reviews as visiting or adjunct faculty. The school is directly engaged in professional associations with faculty involved in leadership positions. The school has a robust visiting lecture program bringing in practitioners of note from around the world.

The team found confirmation of these conditions in course catalogs, faculty résumés, and through discussions with students, faculty, administration, and alumni.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** The school fosters and supports student leadership, and the students exhibited a high level of professionalism overall. In team meetings with the student body and with student leaders the students in the program expressed very hopeful and positive, but realistic, expectations for their individual and collective future.

Several faculty members in the program serve as active role models for social engagement in their practice. ARCH 5593, Professional Practice, addresses issues of ethical practice, and the professor teaching the course is an articulate role model for this concern. The coursework for the Master of Community Development provides electives for the architecture students who wish to pursue leadership roles in improving the built environment.

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

**[X] The program's processes meet the standards as set by the NAAB.**

**2012 Team Assessment:** The core of the program's strategic plan is derived directly from the university's overall strategic plan, extracting for implementation those elements that can be specifically addressed through the SOA.

***1.1.5 Self-Assessment Procedures:*** The program must demonstrate that it regularly assesses the following:

- How the program is progressing towards 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:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*
  - *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.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2012 Team Assessment:** Numerous assessment processes are in place to evaluate progress toward achieving program goals. Several of these assessment tools are described in the APR, and examples of each were included in the team room.

## PART ONE (I): SECTION 2 – RESOURCES

### I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

#### **[X] Human Resources (Faculty & Staff) are adequate for the program**

**2012 Team Assessment:** Instructional faculty, teaching in the architecture program, are well credentialed, including one Doctor of Architecture, one Doctor of Engineering, and three PhDs. Personnel policies, including EEO/AA policies, are stated in university and college documents. Tenure and promotion policies are stated in the school's faculty handbook and university documents. The school's IDP coordinator is well informed regarding IDP requirements and regularly attends IDP conferences. The record of support for faculty travel and development is adequate.

State universities in Texas have suffered significant budget cutbacks, and the school has chosen to eliminate staff positions rather than faculty positions to meet these demands. However, with the dean taking on the duties of the architecture program director, the program remains understaffed, and this fact significantly impacts the ability of the dean to engage in wider fund-raising initiatives that could augment the state budget with more additional private funding.

- *Students:*
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

#### **[X] Human Resources (Students) are adequate for the program**

**2012 Team Assessment:** Overall the students in the program evidenced a strong sense of professionalism. In its meetings and conversations with students the team found the student body to

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<sup>2</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

be highly supportive and proud of their faculty and administration. Students noted the strong support they receive from faculty and administration and praised the easy and open access to the dean and coordinators.

### **I.2.2 Administrative Structure & Governance:**

- **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.

#### **[X] Administrative Structure is adequate for the program**

**2012 Team Assessment:** An appropriate administrative structure is conceptually in place to adequately manage all aspects of the school. However, due to a significant reduction in funding over the past several years (a total state budget reduction of 21%), the decision was made to eliminate the position of director of the architecture program. Likewise, the school does not have the benefit of a development officer to manage advancement efforts. For the past five years the dean has accepted the responsibilities of dean, architecture program director, and development officer. While it is commendable that the effort is being made to handle all of these duties as a way to mitigate the budget shortfall, this is simply not a viable solution to the problem. In spite of extraordinary efforts by the dean, the school is disadvantaged in that, in times of reduced state support, there is no organized effort to secure private funding (with no development officer assigned to the school). Likewise, it is impossible for a dean to fully carry out the duties and responsibilities of the office while also successfully managing the architecture program.

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

#### **[X] Governance opportunities are adequate for the program**

**2012 Team Assessment:** The team found ample evidence to support APR statements regarding the existence of appropriate procedures for faculty appointment, promotion and tenure in that the school follows PVAMU and TAMUS guidelines. These guidelines are posted on the university web site, and it was evident through meetings with faculty that they are understood and followed. The school is advantaged in that significant and critical architecture practice can be considered as a viable and serious form of scholarship in the tenure and promotion process. This procedure is somewhat unique in the academy and is beneficial to the faculty who choose to practice architecture.

Faculty, staff, and students have ample opportunity for involvement in the government of the school. This occurs in both formal (university and student senate) and informal (accessibility of the dean and program directors) settings. Additionally, the dean holds a monthly meeting with faculty and staff, the purpose of which is to both disseminate information and to receive input regarding school and university activities and procedures. An annual faculty/staff retreat is also held each fall before the beginning of the semester. The dean meets monthly with student organization leadership teams (Dean's Council), which includes AIAS, CSI, NOMA, Tau Sigma Delta, Women in Architecture, and the Honors College.

***I.2.3 Physical Resources:*** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

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

**[X] Physical Resources are adequate for the program**

**2012 Team Assessment:** The Nathelyne Kennedy Architecture and Art Building, which opened in August 2005, is a published and award-winning three-story landmark designed by Michael Rotondi, FAIA. It is prominently located at the entrance to campus, making it a remarkable recruiting tool for the architecture program and school. The facility, which can be securely accessed 24/7, contains design studios and various galleries located around a central atrium, which fosters communication among faculty and students of all levels.

The College of Business (CoB) is temporarily taking up a small portion of the building, but plans are under way for a new building that will house the CoB. The architecture program is arranged to comfortably expand to almost double its current student population of about 275.

Full-time faculty members have individual offices where they are able to conduct research and student advising. Faculty also have dedicated space in their assigned studios, which provides them with adequate room for discussion, instruction and mentoring opportunities. Part-time faculty share an area referred to as the “hotel” that will be converted to individual offices upon departure of CoB activities.

Non-studio spaces also reviewed include (1) a 135-seat presentation theater with curved and flat screens, a projection booth for slide and video, and sound recording equipment; (2) a recently upgraded model shop with an assortment of wood and metal tools, a CNC router, plasma cutter, two laser cutters and a 3D plaster printer; and (3) a multimedia lab equipped with Dell and MAC desktop computers. Shop improvements were made in the past two years under a generous \$280,000 budget. The multimedia lab, on the other hand, has outdated hardware and software. To remedy this situation, the school has purchased multiple copies of Adobe CS5 (an update from Adobe CS3), which will be integrated as new computers are acquired that are capable of running that software.

Wireless connectivity is available throughout the building. Computer labs and lecture rooms are equipped with ceiling-mounted projectors allowing for ease of presentation and lecture. Also available are scanners, laser and inkjet printers, and several plotters.

Due to fiscal constraints, access to controlled spaces and equipment is limited.

***1.2.4 Financial Resources:*** *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

**[X] Financial Resources are adequate for the program**

**2012 Team Assessment:** As documented in the 2009 Focused Evaluation Team Report, the financial concerns noted in the 2006 Visiting Team Report have been resolved. And although conditions have not improved from 2006, the team did not find substantial or critical financial issues other than the aforementioned concerns regarding the dean’s combined responsibilities as architecture program director, development officer, and dean.

During the past three years (2010–2012) the overall budget (faculty/staff salaries, O&M, and incidental fees) has slightly increased from \$1,945,807 in 2010 to \$1,981,035 in 2012. This increase is due to newly approved student fees in the amount of \$113,830, which partially offset a decrease in O&M monies of approximately \$158,000. Increased funding has also been realized for the lecture series (increased from \$4,000 to \$5,500), faculty travel (from \$9,795 to \$15,250), and student travel (from \$4,000 to \$18,000). In 2010 there was no money available for student scholarships from either the school or university. In 2012 the scholarship fund from both sources will exceed \$300,000.

***1.2.5 Information Resources:*** *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

**[X] Information Resources are adequate for the program**

**2012 Team Assessment:** The School of Architecture has two distinct reference sources. The first is a small in-house reference library located on the second floor in the Nathelyne Kennedy Architecture and Art Building. It resembles an office reference library in that it contains a small number of germane texts as a student resource. The library also contains recent copies of the more frequently accessed journals.

School of Architecture Reference/Resource Library includes: 985 books, 335 DVD/VHS/CD/cassette/slide resources, 12,000 slides, current issues of ARCHITECTURE, ARCHITECTURAL RECORD, DWELL, METROPOLIS, TEXAS ARCHITECT, and PRESERVATION and back issues (bound and loose) of PROGRESSIVE ARCHITECTURE, ARCHITECTURAL RECORD, ARCHITECTURAL DIGEST, ARCHITECTURE REVIEW, and AIA JOURNAL. A computer station and scanner are available for student use.

The second, and more substantial, information resource is the John B. Coleman Library located across the street from the Nathelyne Kennedy Architecture and Art Building. Given its proximity to the architecture building, the Coleman Library serves as the primary student resource. The John B. Coleman library not only exceeds the minimum number of NA titles set forth by the Library of Congress, but it also provides a balanced architecture collection as required by the Art Libraries Society of North America and the Association of Architecture School Libraries. The library employs knowledgeable staff who are well-qualified to provide professional guidance and service in not only the use of library materials, but also in research-related endeavors. The Information Service Department offers a wide variety of materials and services to library patrons. The services provided include assisting patrons in using the public catalog and online databases, providing personal help in doing research, from start to finish, and conducting information literacy sessions for classes on how to search the online public access catalog, the internet, periodical indexes, etc. Sessions can be tailored to fit particular classroom needs. All freshman, new students, and faculty are required to attend at least one information literacy session.

The organization and cataloging of the collection provide outstanding bibliographical and intellectual access to information, employing applicable national standards. The newly processed materials of the last four months are listed in and searchable from the online public access catalog. The Library newsletter has a column devoted to selected newly added titles. The Library maintains a very powerful and efficient online Voyager library system to provide access to library holdings and some full text information.

**PART I: SECTION 3—REPORTS**

**I.3.1 Statistical Reports<sup>3</sup>.** *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*
  - *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.*
  - *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

**[X] Statistical reports were provided and provide the appropriate information**

**2012 Team Assessment:** Statistical reports since 2006 were provided and afford the appropriate material except for “Time to graduation.” A significant drop is observed in the number of female students in the M. Arch. program in the past two years. Since 2009, the number dropped to one-third (from 10 down to 3). Also, the ratio of female/male faculty dropped from almost 1:2 in 2005 to 1:4 in 2010.

**I.3.2. Annual Reports:** *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

*The program must certify that all statistical data it submits to 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.*

*The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports*

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<sup>3</sup> In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

*transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.*

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

**2012 Team Assessment:** Required annual reports were provided.

***I.3.3 Faculty Credentials:*** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

**[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.**

**2012 Team Assessment:** The faculty is a dedicated, well-qualified, and hardworking mix of experience and youth who bring excellent credentials to their work. They are very much “student centered” and “service oriented” as they carry out the mission of the university and the School of Architecture. Faculty résumés indicates that faculty who are teaching in the architecture program are well credentialed with terminal degrees in architecture, including one Doctor of Architecture, one Doctor of Engineering, and three PhDs. The percentage of registered architects and engineers among the faculty and their professional experience is appropriate to a professional degree program in architecture.

The size of the school and the quality of the faculty present an excellent opportunity for innovative programs, research, and service. Over the past five years the three academic programs in the SOA have coordinated and cooperated to offer a well-rounded experience for students. The school faculty serves on numerous university-wide committees. They also attend as many professional conferences as their time permits.

Faculty members are open to new ideas, instructions, and collaborative relationships. During the course of each semester the program directors conduct unannounced evaluations of the faculty as they are teaching their classes. Feedback and discussion are provided to the faculty member in follow-up sessions with the coordinator.

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<sup>4</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team’s ability to view and evaluate student work.

**PART ONE (I): SECTION 4 – POLICY REVIEW**

*The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.*

**[X] The policy documents in the team room met the requirements of Appendix 3**

**2012 Team Assessment:** Required documents were provided or observed. The team observed that faculty was not involved in the generation of the studio culture policy (which was developed entirely by students and the dean). Studio culture policies seem to be limited in not extending to faculty responsibilities; however, the students have enthusiastically embraced the policies as their own.



## PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

### PART TWO (II): SECTION 1 — STUDENT PERFORMANCE — EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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

#### **Realm A: Critical Thinking and Representation:**

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

#### **A.1. Communication Skills: *Ability to read, write, speak and listen effectively.***

[X] Met

**2012 Team Assessment:** Communication ability was evidenced in 2233, 2243, and 5593 as well as in papers written for ARCH 5593, Professional Practice, and oral presentations observed in studios such as ARCH 3256, 5556 and several others. The team also observed very articulate responses to our questions in our meeting with the program's undergraduate and graduate students.

#### **A. 2. Design Thinking Skills: *Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.***

[X] Met

**2012 Team Assessment:** Design thinking ability was evidenced in 2266 and 3266 as well as several other courses. This criterion was well met in comprehensive design 5579.

#### **A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.***

[X] Not Met

**2012 Team Assessment:** While there were isolated examples of exceptional ability in visual communication, much of the work exhibits a lack of attention to presentation craft and detail as one would appropriately expect in most stages of design.

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

**[X] Met**

**2012 Team Assessment:** Technical documentation ability was evidenced in 4443, as well as several other courses, including 5579 comprehensive design. The team noted that while knowledge and understanding of the CSI format for specifications was evidenced in 4443, the ability to write outline specifications was evidenced in only one section of 4443.

**A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

**[X] Met**

**2012 Team Assessment:** Ability in investigative skills was evidenced in 5579 as well as other courses.

**A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

**[X] Met**

**2012 Team Assessment:** Ability in fundamental design was evidenced in 1253, 1266, and 2266, as well as several other courses.

**A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

**[X] Not Met**

**2012 Team Assessment:** While programmatically, the use of precedents is included in the curriculum and some work exhibits projects done in the manner of modeled architects, the ability to learn from the work of others in a way that informs the students design decision-making was not evident.

**A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

**[X] Met**

**2012 Team Assessment:** Student's understanding of ordering systems was evidenced in 2266, 2256, and in design work produced in several design studio courses.

**A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

**[X] Met**

**2012 Team Assessment:** Understanding of historical traditions and global culture was evidenced in 5579 as well as in 2233 and 2243 and is a particular strength of the program.

**A. 10. Cultural Diversity: *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and***

individuals and the implication of this diversity on the societal roles and responsibilities of architects.

[X] Met

**2012 Team Assessment:** Understanding of cultural diversity was evidenced in 5579 as well as 2233 and 2243.

**A.11. Applied Research:** *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.*

[X] Met

**2012 Team Assessment:** Understanding of applied research was evidenced in 2273 and 3283, as well as 3293 and 4433.

**Realm A. General Team Commentary:** Critical Thinking and Representation skills, including the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts, were well met in 5579 Comprehensive Design.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and the impact of such decisions on the environment. Students' learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

**B. 1. Pre-Design:** *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.*

[X] Met

**2012 Team Assessment:** Ability in pre-design responsibilities was only evidenced in comprehensive design, 5579.

**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.*

[X] Met

**2012 Team Assessment:** Ability in accessibility design was intermittently evidenced in undergraduate design studio work and exhibited in 5579.

**B. 3. Sustainability:** *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Met

**2012 Team Assessment:** Ability in sustainability was evidenced in 5579.

**B. 4. Site Design:** *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Met

**2012 Team Assessment:** Ability in site design was evidenced in 4456, 5579, and occasionally in other courses.

**B. 5. Life Safety:** *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Met

**2012 Team Assessment:** Ability in life safety design was evidenced in 5579.

**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.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.5. Life Safety	

[X] Met

**2012 Team Assessment:** Ability in comprehensive design was evidenced in ARCH 5579 and exemplified in the high pass work.

**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.

[X] Met

**2012 Team Assessment:** While not evident in the courses where normally anticipated, understanding of financial considerations was evidenced in exercises and examinations for 5593, Professional Practice.

**B. 8. Environmental Systems:** *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Met

**2012 Team Assessment:** Understanding of environmental systems was evidenced in 5579.

**B. 9. Structural Systems:** *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Met

**2012 Team Assessment:** Understanding of structural systems was evidenced in 3293, 4433, 4436, 5566, and 5579.

**B. 10. Building Envelope Systems:** *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

**2012 Team Assessment:** Understanding of building envelope systems was evidenced in 4433, 5566, and 5579 as well as several other courses.

**B. 11. Building Service Systems Integration:** *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

[X] Not Met

**2012 Team Assessment:** Understanding of building service system integration was inadequately evidenced in the information provided.

**B. 12. Building Materials and Assemblies Integration:** *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

[X] Met

**2012 Team Assessment:** Understanding of building materials and assembly integration was evidenced in 3283 and 5579.

<p><b>Realm B. General Team Commentary:</b> Evidence supplied in the realm of Integrated Building Practices, Technical Skills and Knowledge was sketchy. All elements of the realm were displayed to some degree, and some were clearly strong, yet overall this realm is weak.</p>
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**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

**C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.***

[X] Met

**2012 Team Assessment:** Ability in collaboration was evidenced in studio team projects throughout the curriculum and demonstrated in courses as early as 1266, Architectural Design II. Culmination courses such as 5579, Comprehensive Design, integrate outside experts addressing code review, MEP systems, structural systems, and clients into lectures and coaching for students. Some examples were also anecdotally referenced that involved students from outside the SOA on architectural student projects. Students also indicated that collaboration existed in interdisciplinary design competitions.

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

[X] Met

**2012 Team Assessment:** Understanding of human behavior was evidenced in 3266, Architectural Design IV, in lecture notes, handouts, and student writings, and in the work product from several architectural design studios.

**C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.***

[X] Met

**2012 Team Assessment:** Understanding of the client role in architecture was evidenced in examinations for 5593, Professional Practice.

**C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods***

[X] Met

**2012 Team Assessment:** Understanding of project management was evidenced in examinations for 5593, Professional Practice.

**C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.***

[X] Met

**2012 Team Assessment:** Understanding of practice management was evidenced in examinations for 5593, Professional Practice.

**C. 6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

[X] Met

**2012 Team Assessment:** Understanding of leadership was evidenced in 5593 as well as in various meetings the team had with many students.

**C. 7. Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

[X] Met

**2012 Team Assessment:** Understanding of legal responsibilities was evidenced in examinations for 5593, Professional Practice.

**C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Met

**2012 Team Assessment:** Understanding of ethics and professional judgment was evidenced in papers and examinations for 5593, Professional Practice.

**C. 9. Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

**2012 Team Assessment:** Understanding of community and social responsibilities was evidenced in papers and examinations for 5593, Professional Practice.

<p><b>Realm C. General Team Commentary:</b> Understanding of the leadership and practice realm was clearly evident. Students are well introduced to realm C subjects and demonstrate a level of understanding primarily based upon 5593, Professional Practice, along with other examples in studio projects. The competence in this realm is quite good.</p>
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## **PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Regional Accreditation:** *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

**[X] Met**

**2012 Team Assessment:** Evidence was provided in the Architectural Program Report that PVAMU is accredited by the Southern Association of Colleges and Schools (SACS) effective December, 2010 and that accreditation is affirmed through 2020. Also, a letter dated April 8, 2011 from SACS supports the evidence included in the APR. It is pertinent to note that the SACS report cites the School of Architecture for its success in the creation and implementation of assessment processes.

**II.2.2 Professional Degrees and Curriculum:** *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

**[X] Met**

**2012 Team Assessment:** The Degree Plan for the Master of Architecture curriculum includes professional studies, general studies, and electives. The professional degree offered is the Master of Architecture (M. Arch.). Most student performance criteria are evidenced in the graduate program.

Contents of the program include:

Master of Architecture – 36 semester credit hours

Professional Studies – 30 semester credit hours

Electives – 6 semester credit hours

Bachelor of Science – 132 semester credit hours

General (non-architecture) Studies – 45 semester credit hour minimum

Required courses with other than architecture content – 33 semester credit hours

Elective courses with other than architecture content – 12–18 semester credit hours

Professional Studies (architecture)

Courses with architecture content required of all students – 81 semester credit hours

Elective courses with architecture content – 0-6 semester credit hours maximum

**II.2.3 Curriculum Review and Development:** *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

**[X] Met**

**2012 Team Assessment:** Curriculum review and development is a continuous process within the architecture program driven by the weekly or bi-weekly meetings of the design faculty and others under the direction of the director of design and director of architecture. This body is made up of the entire full-time faculty and is driven by the continuous review of the outcomes of the design studio sequence as it



reflects on the content of both the design studios and the technical courses. Of the regular participants in the meetings, half are registered architects including the leadership of the group.

Curriculum change may be initiated in a number of ways: through the design review committee, by individual request, and by the administration. Recommendations are reviewed by the committee and changes submitted to the dean. Most changes tend to be adjustments within the existing course fabric of the program and need no further action. Significant changes (course additions or deletions or major changes in course structure or prerequisites) are submitted to the University Academic Council for approval, approval by the Office of Academic Affairs and approval by the State Commission of Higher Education before being implemented and listed in the university catalog.

Evidence of curriculum review and development was provided through faculty meeting minutes.

**PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION**

*Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

*In the event a program relies on the preparatory/pre-professional educational experience to ensure that 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. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.*

**[X] Met**

**2012 Team Assessment:** The School of Architecture uses the university's evaluation process to determine the appropriate use of all transfer courses that are to be applied to the Bachelor of Science degree. Transfer credits are evaluated by the program advisors for all students entering the architecture program. Typically, the senior faculty assume this responsibility with support from appropriate level staff and other faculty when evaluating both studio and non-studio coursework in architecture.

Credits for design studios are based upon a review of the student's portfolio, while non-studio courses are subject to a review of catalog description if necessary. The evaluation of architecture courses is done with the objectives of the Prairie View A&M University course and the NAAB Performance Criteria assigned to the course. Non-architecture courses are generally accepted based upon the university admissions review and assignment of credit.

**PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

**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.*

**[X] Met**

**2012 Team Assessment:** The statement for the 2009 NAAB Conditions for Accreditation can be found on the School of Architecture website at: <http://pvamu.edu/pages/7722.asp> and in the School of Architecture Undergraduate and Graduate Catalog for 2011-2013.

**II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*

*The 2009 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation (edition currently in effect)*

**[X] Met**

**2012 Team Assessment:** The 2009 NAAB Conditions for Accreditation and the 2011 NAAB Procedures for Accreditation can be found on the School of Architecture website at: <http://pvamu.edu/pages/7731.asp>.

**II.4.3 Access to Career Development Information**

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

*[www.ARCHCareers.org](http://www.ARCHCareers.org)*

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

*[www.NCARB.org](http://www.NCARB.org)*

*[www.aia.org](http://www.aia.org)*

*[www.aiaa.org](http://www.aiaa.org)*

*[www.acsa-arch.org](http://www.acsa-arch.org)*

**[X] Met**

**2012 Team Assessment:** The resources listed above are available on the School of Architecture website at: <http://pvamu.edu/pages/7732.asp>.

**II.4.4 Public Access to APRs and VTRs**

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

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

*The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.*

**[X] Met**

**2012 Team Assessment:** The above documents are available in the most recent APR on the School of Architecture website at: <http://pvamu.edu/pages/7728.asp>.

**II.4.5 ARE Pass Rates**

*Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

**[X] Met**

**2012 Team Assessment:** Evidence was provided on the school web site which demonstrated ARE pass rates from the immediate past five years (2005–2009). These can be found on the School of Architecture website at: <http://pvamu.edu/pages/7729.asp>. More specifically, ARE pass rates can be found at the following link on the School of Architecture website:  
<http://www.pvamu.edu/Include/architecture/Accreditation/NAAB%20II%204%205%20ARE%20Pass%20Rates.pdf>.

**III. Appendices:**

**1. Program Information**

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

**A. History and Mission of the Institution (I.1.1)**

Reference Prairie View A&M University, *APR*, pp 1-3.

**B. History and Mission of the Program (I.1.1)**

Reference Prairie View A&M University, *APR*, pp. 3-6.

**C. Long-Range Planning (I.1.4)**

Reference Prairie View A&M University, *APR*, pp. 15-19.

**D. Self-Assessment (I.1.5)**

Reference Prairie View A&M University, *APR*, pp. 19-45.

**2. Conditions Met with Distinction**

- I.2.3 Physical Resources exemplified in their signature building
- B.6 Comprehensive Design exemplified in ARCH 5579, Comprehensive Project Studio
- B.9 Structure exemplified in ARCH 4436, Structural Systems II
- C.6 Leadership, exhibited by the student body

### 3. The Visiting Team

Team Chair, Representing the AIA  
Bruce E. Blackmer, FAIA  
NAC/Architecture  
1203 West Riverside Avenue  
Spokane, WA 99201-1107  
(509) 838-8240  
(509) 838-8261 fax  
[bblackmer@nacarchitecture.com](mailto:bblackmer@nacarchitecture.com)

Representing the ACSA  
Mohamed El Nahas, Ph.D.  
Professor of Architecture  
Savannah College of Art and Design  
229 MLK Jr. Boulevard  
Savannah, GA 31401  
(912) 525-6879  
(912) 525-6904  
[melnahas@scad.edu](mailto:melnahas@scad.edu)

Representing the AIAS  
Shawna M. Hammon  
North Carolina State University  
AIAS | NCSU Chapter Graduate President  
Master of Architecture, 2012  
8441 Lunar Stone Place  
Raleigh, NC 27613  
(919) 647-4387  
[smhammon@ncsu.edu](mailto:smhammon@ncsu.edu)

Representing the NCARB  
Daniel D. Bennett, FAIA  
Dean and Professor Emeritus  
College of Architecture Design and Construction  
Auburn University  
202 Dudley Commons  
Auburn, AL 36849  
(334) 844-4285  
[bennedd@auburn.edu](mailto:bennedd@auburn.edu)

Non-voting member  
Joseph L. Mashburn, FAIA  
Professor of Architecture and Design  
Gerald D. Hines College of Architecture  
University of Houston  
122 Architecture Building  
Houston, TX 77204-4000  
(713) 202-1249  
[mashburn@uh.edu](mailto:mashburn@uh.edu)

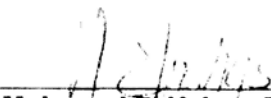
IV. Report Signatures

Respectfully Submitted,



Bruce E. Blackmer, FAIA  
Team Chair

Representing the AIA



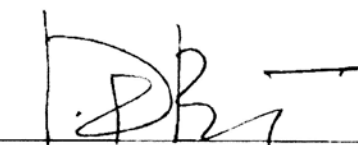
Mohamed El Nahas, Ph.D.  
Team member

Representing the ACSA



Shawna M. Hammon  
Team member

Representing the AIAS



Daniel D. Bennett, FAIA  
Team member

Representing the NCARB



Joseph L. Mashburn, FAIA

Non-voting member