Prairie View A&M University
School of Architecture

2018 Visiting Team Report

M. Arch [preprofessional degree + 36 graduate credit hours]

The National Architectural Accrediting Board
March 31 – April 4, 2018

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

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

Contents

I.   Summary of Visit

    a.   Acknowledgments and Observations

- The team would like to **thank** Prairie View A&M School of Architecture for facilitating a meaningful visit for the NAAB team. We have been the beneficiaries of a lot of very hard work, and were made to feel welcome throughout the visit. Special thanks go to Dean Ikhlas Sabouni and Administrative Coordinator Billie Evans for all of their work on the logistics of the visit, and ensuring that the team had everything it needed for its review. Additional thanks are due to William Price, Ross Wienert and Bruce Bockhorn for all of their hard work in the preparation of the team rooms. The materials were exceptionally well organized and easy to navigate. Finally, we want to thank all of the students, faculty and staff who were very open with us.
- The team found a program where **everyone cares deeply** about the **history and traditions** of the school, and values the **strong sense of community**. Students, faculty and staff all cited the family environment as one of the great assets of the institution.
- Students were especially appreciative of the **professional preparation** that they are receiving. They recognize the skills they will need to enter the workforce, and are aware that their program is preparing them well for their future careers. The strong connections between the programs in the school - architecture, digital media arts, construction science, and community development - provide the students with **opportunities to gain credentials and skills** beyond the typical architecture program.
- The program enjoys **strong support** from the institutional leadership, which has resulted in the ongoing success of the program. This support has resulted in facilities and travel opportunities that are atypical of architecture programs around the country - particularly HBCUs.
- **Initiatives for international travel** to broaden the student connections beyond Harris and Waller counties allow a significant portion of the student population to experience design opportunities outside of the standard studio environment.
- **Alumni maintain a close connection** to the program, and serve as a strong source of employment opportunities and professional connections for the students.

    b.   Conditions Not Achieved (list number and title)

        II.2.2 Professional Degrees and Curriculum.

II.   Progress Since the Previous Site Visit

2009 Student Performance Criterion 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.

Previous Team Report (2012): 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.

2018 Visiting Team Assessment: The 2018 visiting team found tremendous progress in this area since the last visit. Student work produced for studios at all levels - particularly ARCH 1253 Architecture Design I and ARCH 5579 Comprehensive Project Studio - as well as course assignments for several supporting courses, including ARCH 1233 Visual Communication, ARCH

2243 History and Theory of Architecture II and ARCH 3463 Sustainable Building showed clear ability in this criterion.

2009 Student Performance Criterion 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.

Previous Team Report (2012): 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.

2018 Visiting Team Assessment: The 2018 visiting team found evidence in coursework that the ability to use precedents was present. Evidence was found in ARCH 1266 Architecture Design II and ARCH 2266 Architecture Design IV.

2009 Student Performance Criterion 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.

Previous Team Report (2012): Understanding of building service system integration was inadequately evidenced in the information provided.

2018 Visiting Team Assessment: The APR states that evidence of Student Performance Criterion B.11 Building Service Systems Integration was inadvertently left out of the team room. This SPC is now covered under B.9 Building Service Systems, which was found to be met by the 2018 team.

Previous Team Report (2012): 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.

2018 Visiting Team Assessment: The program makes a concerted effort to emphasize the importance of licensure to students in many of its classes. In addition, the School funds the cost for the student to set up an NCARB record and has an active AXP coordinator and a licensing advisor. In conversations with the students it was clear that students knew what an NCARB record was and most had established one. Pass rates are up significantly since the previous visit, but they are still, on average, 20 points below the national average. Historically, there are very low numbers of graduates taking the exams, so the pass rates can vary wildly depending on the quality of the student taking the test. One reason for the low number of test takers and ultimately, licensees, is the success of the program's two other components - construction management and community development. They give the program graduates multiple career opportunities where the architecture degree is essential, but a license is not required.

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.

2018 Visiting Team Assessment: Funding from the state of Texas can be variable and its reduction prior to the last visit was a significant issue for the program. However, funding for the program has been restored to 2016 levels and the University as a whole strongly supports the program, especially with funding for international travel projects for students and faculty. The University is in the process of correcting a tenured faculty imbalance across the institution, which ultimately will have a positive effect on the faculty of the program. Also, the position of Director of the Architecture Program has been restored and currently filled on an interim basis with a search for a permanent individual underway. While the Assistant to the Dean position has been eliminated, the duties of the development officer have been addressed both within the program by an individual other than the Dean, and other university staff.

III.   Compliance with the 2014 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT
This part addresses the commitment of the institution, its faculty, staff, and students to the development and evolution of the program over time.

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

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

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

   [X] Described

2018 Analysis/Review: Prairie View A&M University (PVAMU) was founded in 1876 through an act of the Texas Legislature. The culture and context of PVAMU has a positive impact on shaping the pedagogy and mission of the School of Architecture. The university contributes to the education of students in the School of Architecture in multiple ways. As a Historically Black College and University (HBCU), PVAMU serves a minority yet diverse student population. Furthermore, the school's narrative describes the manner in which the university benefits the school and the role that the school plays in reinforcing the university's land grant university.

PVAMU is the largest in a network of 19 historically black colleges and universities within the 1890 Land-Grant system. In the 1970s PVAMU became associated with the Texas A&M University system (TAMUS), which has solidified its funding sources.

PVAMU continues to be dedicated to providing educational opportunity for all people through innovative scientific research and community minded Cooperative Extension programs. This is accomplished through excellence in on-campus teaching and a variety of significant outreach programs, such as the Texas Institute for the Preservation of History and Culture (TIPHC) and the Community Urban and Rural Enhancement Service Center (CURES). There are additional benefits to the university provided by the school and college, including multiple service learning opportunities and programs; an active lecture series; gallery exhibitions; faculty involvement in teaching in the university's core curriculum; and staff having shared governance within the university and school.

The school's curriculum and students' educational opportunities are enhanced by extensive international field trip travel opportunities. Students are also able to benefit from, and glean from diverse perspectives as a result of this rich mix of faculty background and experience. There are many meaningful and active cross disciplinary activities within the school.

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

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and

continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2018 Analysis/Review: The program has demonstrated that it provides a positive and respectful learning environment. Students are aware of the studio culture policy; it has been broadly shared through physical print and digital media.

The School of Architecture works to find new opportunities to augment and broaden its students' awareness through its support of international travel to Dubai, Nepal, Costa Rica, Colombia, France, Puerto Rico, and Italy. The school's Architectural Concept Institute (ACI) program is an intensive 10 week session designed for academically well-prepared entering and transfer students. Upon successful completion of these courses, coupled with careful selection and scheduling of other courses, the student may complete the five year professional architecture program early. More information on this resource can be found here: http://catalog.pvamu.edu/generaluniversityinformation/summerandinternationalenrichmentprograms/

The school supports student attendance at the annual Texas Society of Architects conference by providing a shuttle so students are able to engage emerging professionals and architects within the state of Texas. Students are involved in a plethora of organizations including, but not limited to, AIAS, CSI, NOMAS, Tau Sigma Delta, AIGA, AWA, NAHB, AGC, and the Dean's Council.

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

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

[X] Demonstrated

2018 Analysis/Review: The team found clear information on the policies for equal opportunity in hiring and employment practices administered by the Texas A&M University System. The Office of Equal Opportunity, led by the Vice President for Administration and Chief of Staff, ensures equal employment opportunities for staff and faculty at Prairie View A&M. Diversity endeavors for the school are enhanced by recruitment efforts from faculty and alumni in a wide range of areas. Students note that their needs for diversity and equity are met within the school structure and under Article II of the PVAMU Student Rights and Responsibilities guidebook, which establishes that all students will be treated on an equal basis. The students and faculty within the School of Architecture acknowledged verbally that these policies are communicated clearly to and inherent in the culture of the school and university.

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

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

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

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

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

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

[X] Described

2018 Analysis/Review: Collaboration and Leadership: The students are fully engaged in collaborative experiences. As described in the APR and verified by student interviews, there are multiple opportunities for leadership for students as well, with the full encouragement of staff and faculty. The program provides multiple opportunities for collaboration with students from other university departments, with the surrounding community (the Houston metropolitan area) and internationally. The program is supportive of student initiatives, offering any student with the desire the assistance necessary to accomplish their goal.

Design: The APR reports the program strives to provide students the opportunities to develop the skills and habits for lifelong learning and a personal program of multi-dimensional design thinking. Through interviews and the review of student work the visiting team saw evidence that this multi-dimensional approach to problem solving was indeed happening. The program offers architecture students the opportunity to take elective classes in construction management and community development where they can utilize their design thinking skills.

Professional Opportunities: The faculty spends a good deal of time and effort discussing the value of licensure. The program provides multiple opportunities for students to work on international projects and to participate in international travel without regard for the ability to self-fund. There are also programs within the School of Architecture for construction management and community development that expose architecture students to other career opportunities for those with professional architecture degrees.

Stewardship of the Environment: A required part of the curriculum for all students is ARCH 3463, Sustainable Building. In that course students are exposed to sustainable initiatives and principles. A review of student work indicates the knowledge and understanding gained in this studio are reflected in the work of other classes.

Community and Social Responsibility: As reported in the APR, and as understood in interviews with faculty, staff and students, the program offers multiple opportunities for community engagement both within the greater Houston metropolitan area and internationally in Costa Rica and Nepal.

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

[X] Demonstrated

2018 Analysis/Review: In 2006 the TAMUS, of which Prairie View is a part, created 9 long-range planning goals for the system. All TAMUS institutions were required to sign on to these long-range goals. PVAMU broadened and described those 9 goals with additional sub-goals that apply to the school. Progress towards those goals is evaluated yearly under the self-assessment process.

In addition, the school has three long-range goals that apply just to the architecture program and deal with specific professional requirements. These goals are assessed on a regular basis as well, and modifications are made based on the assessment results.

I.1.6 Assessment:

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

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

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

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

[X] Demonstrated

2018 Analysis/Review: Documentation and evidence of assessment processes was provided in the APR, and several documents made available to the team for review. Every faculty member completes a course evaluation at the end of the semester. Students also complete assessments at the end of the semester. Input is used at the course and program levels to initiate necessary changes. The school faculty meet at the end of each academic year to review student work, and determine if adjustments should be made to any courses. This process - and a series of follow up communications - was also used to respond to the recent changes in the NAAB Conditions for Accreditation. When substantive changes are necessary, or new courses are added, there is a clear process for changes, with a curriculum committee in the school and then a review by the faculty senate.

Part One (I): Section 2 – Resources[hierarchy of heads, should this start on new pg?]

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2018 Team Assessment:

There are multiple resources available to faculty and students. Resources were described in the APR and documents/website links provided to the team. Many of these resources may be found on the School of Architecture website:

https://www.pvamu.edu/soa/resources

Faculty workloads are set by the university, and are included in the Faculty and Staff Handbook:

http://www.pvamu.edu/soa/wp-content/uploads/sites/64/faculty-handbook.pdf

Tenure and promotion policies may be found in the following document:

http://www.pvamu.edu/soa/wp-content/uploads/sites/64/SOA-Tenure-and-Promotion-Policy-2018.pdf

Annual performance evaluation information may be found at the following link:

http://www.pvamu.edu/soa/wp-content/uploads/sites/64/Faculty-Performance-Evaluation-Form-2018.pdf

Information about faculty professional development and leave may be found in the following documents:

https://www.pvamu.edu/cte/faculty-developmentsabbatical-leave-program/

https://www.pvamu.edu/titleiii/activities/faculty-and-professional-staff-development/

The program has an appointed Architect Licensing Advisor, Bruce Bockhorn. He has attended several Licensing Advisors Summit events. The program also has a Student Licensing Advisor, who attended the Licensing Advisors Summit in 2017.

Student academic performance is reviewed at least once a semester during an advising session as part of registration for the next semester. Students also have access to an online service called "Panthertracks" to review progress and alternative degree program options. Undergraduate students also receive mid-semester grades, which may trigger formal assessments with a counselor.

In addition to the resources identified on the school webpage listed above, students have access to the following resources:

Personal Counseling: https://www.pvamu.edu/auxiliaryservices/health-services/

Career Counseling: https://www.pvamu.edu/sa/careerservices/

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

Physical resources include but are not limited to the following:

- Space to support and encourage studio-based learning.
- Space to support and encourage didactic and interactive learning, including labs, shops, and equipment.
- Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- Information resources to support all learning formats and pedagogies in use by the program.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

[X] Described

2018 Team Assessment: After reviewing the detailed description of physical resources in the school's APR and visiting the facilities, the visiting team concluded that PVAMU has the full range of physical resources needed to mount an architecture program. The Nathelyne Archie Kennedy Building is the primary space currently used by the School of Architecture. The three-story building sits along the primary entrance to the campus and serves as a prominent landmark for the University. Internally a large atrium, affectionately called "The Canyon," runs the length of the building, allowing visibility to each of the three floors from each level. A monumental stair sits at the center of this atrium, serving as a common space and gathering area for students and faculty.

Studio spaces are provided on the 1st and 3rd floors. All of the studio spaces open to public spaces with no doors or physical barriers to restrict access. Each full-time faculty member has a dedicated office space within the building. Space is also provided for part-time faculty. A large presentation theater, presentation spaces within studios, and other computer labs and classroom spaces provide facilities for class-based instruction. The theater and a small library are seamlessly integrated into the studio environment.

The university has constructed a new 26,000 s.f. digital fabrication facility. This stand-alone facility will expand the capacity for the students and faculty to utilize a variety of tools as part of the curriculum. The fabrication facility will have workshops for wood, metal, laser cutters, digital media, and photography.

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

[X] Demonstrated

2018 Team Assessment: Information supplied in the school's APR indicates that program funding provided by the state of Texas has been restored to 2015 levels for the current fiscal year. Statements from the dean, program directors and acting provost made during the visit indicate that additional funding for a range of student opportunities has been made possible by the university as a whole. Further, a student-led initiative also lobbied the university and the Texas Legislature to fund a new state-of-the-art Fabrication Lab which is nearing completion.

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

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

[X] Demonstrated

2018 Team Assessment: Information located on page 42 of the APR indicates substantial informational resources both within the School of Architecture and the university. The reference library located within the Nathelyne Archie Kennedy Building houses 985 books, 12,000 slides, and current issues of 11 journals. The John B. Coleman Library, located across the street from the architecture building, has a substantial collection. This library contains 322,007 volumes, close to 10,000 of which relate to architecture and construction. There is access to knowledgeable librarians and extended hours at this location in addition to 24/7 remote access to databases. Students and faculty are able to reserve books in advance, as well as request funds from the university to purchase additional materials or subscriptions if they are unable to find a specific item. The librarian on duty confirmed that students are taking advantage of these resources. The library is also making accommodations to provide additional computers for use by architecture students in addition to space to display student work, and is requiring that all students, faculty, and staff new to the university take a digital course on information literacy. According to the APR, a librarian is specifically assigned to the School of Architecture to provide research instruction.

Documents provided to the team list 134 computers and the school demonstrates that all students and employees have adequate access to printer/plotter, laser cutter, and 3D printer resources. The staff claim that the School of Architecture has the most technologically advanced computers within the university, and that PVAMU has been extremely responsive to network and connectivity issues. Additionally, they have been approved for funding to set up a virtual desktop system so that students will be able to access the server and programs remotely in order to meet student requests for 24 hour computer access.

I.2.5 Administrative Structure and Governance:

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

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

[X] Described

2018 Team Assessment: The APR describes the administrative structure, the key individuals and personnel within the context of the school and the institution. It also describes the chain of command

within the school and the opportunities for collaboration between the staff, students and the school leadership. The visiting team saw personal evidence of collaboration among the parties.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

Part Two (II): Section 1 – Student Performance – Educational Realms and Student Performance Criteria

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

Instructions to the team:

1. *When an SPC is MET, the team is required to identify the course or courses where evidence of student achievement at the prescribed level was found.*

2. *If an SPC is NOT MET, the team must include a narrative that indicates the reasoning behind the team's assessment.*

3. *After completing the VTR, the team must prepare an SPC matrix (using a blank matrix provided by the program) that identifies the courses in which the team found the evidence of student achievement. The team's matrix is to be appended to the VTR as Appendix 2.*

Realm A: Critical Thinking and Representation: Graduates from NAAB-accredited programs must be able to build abstract relationships and understand the impact of ideas based on the study and and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. Graduates must also be able to use a diverse range of skills to think about and convey architectural ideas, including writing, investigating, speaking, drawing, and modeling.

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1233 Visual Communications, ARCH 1253 Architectural Design I, and ARCH 2243 History and Theory of Architecture II.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2266 Architecture Design IV and ARCH 3266 Architecture Design VI.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 5579, Comprehensive Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1266 Architecture Design II and ARCH 2266 Architecture Design IV.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1253 Architecture Design I and ARCH 2256 Architecture Design III.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1266 Architecture Design II and ARCH 2266 Architecture Design IV.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2233, History & Theory of Architecture I and ARCH 2243 History & Theory of Architecture II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3256 Architecture Design V and ARCH 4456 Architecture Design VII.

Realm A. General Team Commentary: The students demonstrate a firm command of professional communication skills and design thinking skills. The work shown in design studios indicates the ability and understanding to assess evidence, ensure equity, comprehend history and theory, order information and systems, and synthesize information through the use of precedents in design. It is evident that the school has an emphasis on critical thinking skills described in this realm.

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

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5513 Research Seminar and ARCH 5579 Comprehensive Project Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5579 Comprehensive Project Studio and ARCH 5566 Architecture Design IX.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5579 Comprehensive Design Studio and ARCH 4443 CAD Construction Documents and Codes.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2223 Computer Aided Design and, ARCH 4443 CAD Construction Documents and Codes.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3293 Structural Systems I and ARCH 4433 Structural Systems II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3453 Environmental Systems and ARCH 3463 Sustainable Building.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3283 Materials and Methods II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3283 Materials and Methods II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3453 Environmental Systems and ARCH 4476 Architectural Design VIII.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5593 Professional Practice.

Realm B. General Team Commentary: The representative student work demonstrated an overall level of knowledge, understanding and ability to apply the technical aspects of an architectural education to design problems in a comprehensive way. This includes the consideration of sustainability issues, which goes beyond the one class that deals directly with these issues. The level of overall sophistication of the work presented at every level was impressive.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5513 Research Seminar.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5579 Comprehensive Project Studio and ARCH 4476 Architecture Design VIII.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5579 Comprehensive Project Studio and ARCH 4476 Architecture Design VIII.

Realm C. General Team Commentary: The team found that student work in this realm exhibits the skills necessary to enter the profession based on the clear student ability to conduct research, synthesize and evaluate design decisions, and respond to environmental and Health, Safety and Welfare requirements. Projects reviewed in the assessment of Student Performance Criteria C.3, Integrative Design include comprehensive examples of urban housing and multi-use developments, community centers with varying foci, educational institutions, and religious buildings. It is clear that students, upon completion of the NAAB-accredited program, demonstrate the ability to integrate the skills acquired over the course of their architectural education.

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

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.

   Understanding a professional code of ethics, as well as legal and professional responsibilities.

D.1   **Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—the architect's role to reconcile stakeholders needs.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5593 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 4443 CAD Construction Documents and Codes and ARCH 5593 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5593 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5593 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5593 Professional Practice.

Realm D. General Team Commentary: This Realm is addressed by practitioners who bring real world problems into the classroom, which allows students to address these SPCs in a way that is more than just theoretical. It appears to be very effective, with student work examples to be well thought out and imminently reasonable.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

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

[X] Met

2018 Team Assessment: The letter confirming the institutional accreditation of PVAMU by the Southern Association of Colleges and Schools (SACS) from 2011 is included on page 50 of the Architecture Program Report. The next reaffirmation of this accreditation is scheduled to take place in 2020. The Team was also provided with the Branch Campus Questionnaire for a satellite location at Northwest Houston Center.

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

The B. Arch., M. Arch., and/or D. Arch. are titles used exclusively with NAAB-accredited professional degree programs. The B. Arch., M. Arch., and/or D. Arch. are recognized by the public as accredited degrees and therefore should not be used by non accredited programs.

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

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

[X] Not Met

2018 Team Assessment: Per Table 1. Minimum Credit Distribution for NAAB-Accredited Degrees in the *2014 NAAB Conditions for Accreditation*, the NAAB requires the M. Arch. (pre-professional plus) to have 10 credits of optional studies. The Team found the school's program provides 6 credits and therefore does not satisfy the requirement.

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

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

- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.

- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.

- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: Sample student advising files were provided, and the visiting team met with members of the program advising team. All students entering the M.Arch. curriculum who did not complete the pre-professional degree program at PVAMU must submit a portfolio for evaluation by the program faculty. Transcripts are provided to the program by the Graduate Admissions Office. The evaluation of these documents by the program will determine placement in the curriculum and which, if any, additional courses must be taken by the student in order to complete the program. Every applicant is evaluated individually, and students have curricula tailored to their specific situation. Programs of study are updated every semester.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2018 Team Assessment: The statement on accreditation can be found on the program's website. https://www.pvamu.edu/soa/about/accreditation/

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: Links to these documents are posted on the following website: http://www.pvamu.edu/soa/about/accreditation/

II.4.3 Access to Career Development Information:

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

[X] Met

2018 Team Assessment: Links to these documents are posted on the following website: http://www.pvamu.edu/soa/about/accreditation/

II.4.4 Public Access to APRs and VTRs:

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

·   All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).

·   All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).

·   The most recent decision letter from the NAAB.

·   The most recent APR.[1]

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

[X] Met

2018 Team Assessment: Links to these documents are posted on the following website:
http://www.pvamu.edu/soa/about/accreditation/.

II.4.5 ARE Pass Rates:

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

[X] Met

2018 Team Assessment: http://www.pvamu.edu/soa/about/accreditation/

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2018 Team Assessment: Links to these documents are posted on the following websites:
http://www.pvamu.edu/soa/about/accreditation/

http://www.pvamu.edu/soa/wp-content/uploads/sites/64/school-of-architecture-admissions.pdf

http://www.pvamu.edu/admissions/

II.4.7 Student Financial Information:

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

[X] Met

2018 Team Assessment: Links to these documents are posted on the following website:
http://www.pvamu.edu/soa/about/accreditation/

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2018 Team Assessment: The 2017 Annual Report was provided to the team by the NAAB.

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

[X] Met

2018 Team Assessment: This report was completed and is posted on the school website. http://www.pvamu.edu/soa/about/accreditation/.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

A.1   Professional Communication Skills; the communication skills at all levels are clear and easy to follow. Digital and analog graphics, and physical models are completed at a high level of detail.

B.6   Environmental Systems; the breadth and depth of the student work presented was exceptional.

Appendix 2. Team SPC Matrix

The team is required to complete an SPC matrix that identifies the course(s) in which student work was found that demonstrated the program's compliance with Part II, Section 1.

The program is required to provide the team with a blank matrix that identifies courses by number and title on the y axis and the NAAB SPC on the x axis. This matrix is to be completed in Excel and converted to Adobe PDF and then added to the final VTR.

PRAIRIE VIEW A&M UNIVERSITY
SCHOOL OF ARCHITECTURE
NAAB MATRIX
BACHELOR OF SCIENCE IN ARCHITECTURE
+
MASTER OF ARCHITECTURE

Realm A
A.1 Professional Communication Skills
A.2 Design Thinking Skills
A.3 Investigative Skills
A.4 Architectural Design Skills
A.5 Ordering Systems
A.6 Use of Precedents
A.7 History and Global Culture
A.8 Cultural Diversity and Social Equity

Realm B
B.1 Pre-Design
B.2 Site Design
B.3 Codes and Regulations
B.4 Technical Documentation
B.5 Structural Systems
B.6 Environmental Systems
B.7 Building Envelope Systems and Assemblies
B.8 Building Materials and Assemblies
B.9 Building Service Systems
B.10 Financial Considerations

Realm C
C.1 Research
C.2 Integrated Evaluations and Decision Making
C.3 Integrative Design

Realm D
D.1 Stakeholder Roles in Architecture
D.2 Project Management
D.3 Business Practices
D.4 Legal Responsibilities
D.5 Professional Conduct

Design

Code	Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
1253	Architecture Design I	X			X																						
1266	Architecture Design II				X	X																					
2256	Architecture Design III				X																						
2266	Architecture Design IV			X	X	X																					
3256	Architecture Design V								X														X				
3266	Architecture Design VI			X																							
4456	Architecture Design VII								X	X																	
4476	Architecture Design VIII																	X			X	X					
5566	Architecture Design IX																X										
5579	Comprehensive Project Studio			X						X	X	X	X		X		X				X	X					

Building Technology

Code	Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
2273	Materials & Methods I																										
3283	Materials & Methods II															X	X						X				
3453	Environmental Systems																	X									
3463	Sustainable Building																										
3293	Structural Systems I													X													
4433	Structural Systems II													X													
5483	Structural Systems III																										

History and Theory

Code	Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
2233	History and Theory of Architecture I	X						X																			
2243	History and Theory of Architecture II							X																			
5513	Research Seminar									X										X							

Visual Representation

Code	Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
1233	Visual Communications	X																									
1273	Introduction to Multimedia Computing																										
2223	Computer Aided Design												X														
4443	CAD Construction Documents and Codes											X	X										X	X			X

Professional

Code	Course	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
5506	Internship									X																	
5593	Professional Practice																		X				X	X	X	X	X

Appendix 3. The Visiting Team

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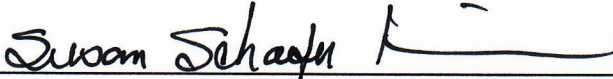
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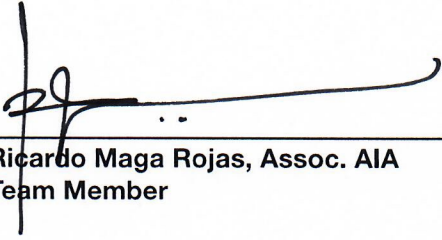mark@oregonarchitecture.biz

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V. Report Signatures

Respectfully Submitted,

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Mark McKechnie, AIA
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