University of Nebraska-Lincoln
College of Architecture

Visiting Team Report

Master of Architecture
Track I   (pre-professional degree plus 54 graduate credit hours)
Track II (non-pre-professional degree plus 92 graduate credit hours)

The National Architectural Accrediting Board
March 18, 2015

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I.   Summary of Team Findings

1.   Team Comments and Visit Summary

First, the team would like to thank the University of Nebraska community for its hospitality. The team chooses the word "community" because, at every level, from students, to staff, to faculty, to the alumni and administration, the sense of community is evident.
At the time of this visit, the program, through strategic thinking, is moving toward changes that will enable it to better prepare students with the skills they will need to succeed. The students come to the program believing that the education they receive from the University of Nebraska will enable them to succeed in their profession. We observed and reviewed evidence that demonstrated that the students are trained to develop leadership skills and a willingness to help others, and to have aspirational goals for their future. An engaged alumni base provides them with proof that they can achieve these goals.

A strength of the program is the faculty. The revised curriculum that they have created is forward thinking. Currently, their attention is on how to revise the definition of a professor in the field of architecture that responds to the needs of modern practice and will thrive in the academy. The staff is well respected by both the students and the faculty, and exhibit a real desire to create a successful environment for the program.

A special acknowledgement goes out to Dean Wilson and Director Day for their leadership through a period of transition, which has had many disruptive elements. They have worked to bring forth the new opportunities, while minimizing the adversities. The administration, staff, and faculty have succeeded in protecting the students in the program during this transition.

The program is poised to take a leadership role in a new college. Using the same skills that allowed the program to redefine the curriculum, an evaluation of facilities and strategic partnerships is needed to move the program forward.

There is much to be proud of in this program—whether it is on the part of students, staff, faculty, the administration, or alumni—because a sense of community is woven throughout the program. In addition, as the students demonstrated, there is a real desire on their part to be aware of what is needed to improve the program. This desire is instilled in them by the faculty.

2.   Conditions Not Met
None

3.   Causes of Concern

I.1.1   History and Mission:
           The program has clearly communicated the history and the mission of the program. This description identifies both the opportunities and the challenges for the program moving forward. This condition is a cause of concern based on the timing of the visit and the unknown date for the establishment, or not, of the new college to house the program. The program will need to report the outcomes of this university decision and its impact on the program to the NAAB.

4.   Progress Since the Previous Site Visit (2009)

2004 Criterion 13.14, Accessibility: *Ability* to design sites, facilities, and systems to provide

independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

Previous Team Report (2009): The required code information to design for people with disabilities is not uniformly presented to the students. Consequently the ability to design both site and buildings to accommodate people with disabilities is not evident in the students' design work in a convincing and consistent manner.

> **2015 Visiting Team Assessment:** This condition is now **Met**. The program's approach is to integrate the learning objectives throughout the curriculum. Learning units are delivered in a series of required classes that culminate in the comprehensive studio, where a student demonstrates the ability to address the issue holistically. Evidence was found in Arch 310, 311, 360, and 410. The evidence was in the form of tests, short design exercises, and multiple studio projects.

II.   Compliance with the 2009 Conditions for Accreditation

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

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

I.1.1 History and Mission:

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

2015 Team Assessment: The program has clearly communicated the history and the mission of the program. This description identifies both the opportunities and the challenges for the program moving forward. This is a cause of concern based on the timing of the visit and the unknown date for the establishment, or not, of the new college to house the program. The program will need to report the outcomes of this university decision and its impact on the program to the NAAB.

I.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.

2015 Team Assessment: Faculty and students have jointly created and maintained a Studio Culture Policy that is well thought out and clearly presented. Evidence of this policy was found within the program's APR and also within materials displayed on referenced web page links. Continued review of the policy is established through regularly scheduled meetings between the dean, program director, and Student Advisory Board. These meetings provide an ongoing conversation and serve to identify trending issues. When these issues are raised to a level where general policies have to be amended, such changes are triggered. The Studio Culture Policy, originally put into effect in 2008, was revisited by

students and faculty using the collaborative process that created the original version. The revisiting process started in 2012 and culminated in ratification and distribution in 2014. The policy is referred to in all course syllabi and posted within all studio spaces.

The university has clearly established social equity policies as well as grievance procedures. Policies on plagiarism, which include a clear explanation and a guide for students to follow to avoid it, are also found within provided links and are contained within the institution's Honor Code. All these policies and documents were evidenced within materials displayed on referenced web page links.

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.[1] 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.

   2015 Team Assessment: The program thoroughly describes its relationship to the university in the APR. This mutually beneficial relationship was evident at each meeting with the upper administration of the university and during meetings with the dean of fine arts. The program is part of an institution that is classified as both a Research University (RU/VH) and a Land Grant institution. The program is also a Professional College at the university along with Law, Medicine and Pharmacy. Each of these designations impacts the strategic direction of the program and is evident in its teaching, research, engagement, and service.

   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.

   2015 Team Assessment: The students are taught to meet this condition early on in their education in d.One and throughout the curriculum. They are self-aware and determined, and help each other move forward. Through career fairs, mentorship opportunities through AIAS and AIA, the HDR Healthcare Studio, and the Professional Practice course, the students know that they are prepared to work and become licensed upon graduation.

   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,*

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[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

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.

2015 Team Assessment: As evidenced by the school's APR, the education of a professional architect is at the heart of the school's mission. The program seems to integrate the regulatory environment into latter year courses, including the Professional Practice course (Arch 680). Further integration is evidenced by a strong tie between the college and the Nebraska State Board of Engineers and Architectural Examiners, on which the college holds a seat allowing it to be aware of developments in regulation as well as offer input on trending topics. This information is brought back to the students through the Professional Practice course as well as through an AIA-hosted breakfast for graduating M. Arch. students, which is presented by the executive director of the licensing board. Alumni continue to support student progress toward licensure after graduation, and the ARE Pass Rates indicate that the program is succeeding.

Based on information contained within the APR, it would appear that the bulk of the students' exposure to the regulatory environment occurs at the end of their educational career; however, during our visit to the program, we learned that exposure actually begins much earlier through a series of seminars and presentations given to students as they begin their trek toward licensure. The faculty that we spoke to and the new IDP Coordinator are aware of recent regulatory changes that streamline procedures, recognize the opportunities afforded by these changes, and are working to bring them to students.

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.

2015 Team Assessment: The program provides multiple ways to engage students with many aspects of the profession, including opportunities for exposure to global practice through exchange opportunities available during their fourth and fifth years. Faculty and students participate in professional events through attendance at AIA conferences, active leadership in the AIA, the State Licensing Board, and related organizations. Local professionals are actively engaged in the delivery of coursework as adjunct faculty and in the presentation of seminars and workshops. The Hyde Lecture Series also provides students with the opportunity to engage leaders in the practice of architecture and related disciplines.

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.

2015 Team Assessment: The students have access to many diverse resources throughout the college. These include study abroad programs, service learning projects within the curriculum and

student organizations, interdisciplinary collaboration early on, guest lecture series and visiting professors, mentorship opportunities through the AIAS and AIA, and learning from and creating close relationships with professionals at HDR. The students graduate with skills that are widely appreciated by the university, their peers outside the program, the local professionals, and the local community. This condition was **Met with Distinction**.

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

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

2015 Team Assessment: The APR provides evidence that the program is actively developing long-range plans. The program has positioned itself to become a leader in the organization of the new college.

I.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:*
   o *Solicitation of faculty's, students', and graduates' views on the teaching, learning, and achievement opportunities provided by the curriculum.*
   o *Individual course evaluations.*
   o *Review and assessment of the focus and pedagogy of the program.*
   o *Institutional self-assessment, as determined by the institution.*
The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

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

2015 Team Assessment: This condition was **Met** by evidence found in the APR and confirmed during the visit. The college has a very complex system of self-assessment procedures that involves not only the students and the faculty, but also outside professionals and alumni. Each year, the faculty presents their students' work and provides feedback to each other. It is a system of checks and balances, and keeps the faculty, program director, and dean aware of what is taught. The students declared that they do see changes happen, especially after the faculty reviews.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:
▪ *Faculty and Staff:*
  o *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.[2]*
  o *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  o *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.*
  o *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.*
  o *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.*
  o *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 and staff) are adequate for the program.

2015 Team Assessment: The Faculty Matrix demonstrates that the appropriate human resources are in place to support student learning and achievement. UNL has policies and procedures in place relative to EEO/AA for faculty, staff, and students. The program is engaged in outreach efforts as indicated in the NAAB Annual Statistical reports. The percentage of licensed professional is high among the faculty. Support for tenure track faculty is prioritized to ensure their success. Five faculty members have been supported on sabbaticals or unpaid leaves of absence since the last visit. Guidelines are in place for promotions. There is a history of a well-developed lecture series, which brings current ideas to the campus.

▪ *Students:*
  o *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 freshmen, as well as transfers within and outside of the university.*
  o *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.

2015 Team Assessment: The student admissions process is continually evaluated to identify students who will be successful in the program. An application process that balances multiple student performance data is currently in place. The program has a full complement of student support personnel, starting with advisors, the Student Success Coordinator, faculty advisors, and the IDP Coordinator. The program provides curricular and financial support for study abroad opportunities and off-campus activities. Programs range from faculty lead (Paris) to exchange programs (Germany,

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

Ireland, and China). Students are active in AIAS through Quad participation and hosting to mentoring programs with AIA Nebraska.

I.2.2 Administrative Structure and 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.

2015 Team Assessment: The evidence indicates that the program has been successfully negotiating the transformational initiative generated by the upper administration. The administrative structure and governance allow the architecture program to operate as an independent unit.

▪ **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.

2015 Team Assessment: Faculty participate at all levels of the university as defined by its bylaws. Ad hoc committees such as the College Leadership Team are formed to address unique issues as they are identified. All degree programs offered by the same administrative unit have been reported.

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.

2015 Team Assessment: The architecture building provides adequate space and access for the college. The students have enough space to work in studios and to expand into unused classrooms and studios if needed. Space is tight, and there is concern about expanding due to an expected increase in enrollment and the merger with the College of Art and Performing Arts.

I.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.

2015 Team Assessment: Evidence of financial resources is provided within the APR and indicates relatively stable funding between 2008 and 2014, while expenditures on a per student basis have varied significantly due to varying enrollment numbers. At current levels (2012-2014), expenditures per student are similar to those of the College of Engineering, but significantly below those of the College of Law. Tuition and fees are similar in the Business, Engineering, and Architecture colleges at both the undergraduate and graduate levels.

There is uncertainty involved regarding the ongoing combination of the new college, but the hope is that funding will stabilize and possibly even increase over time. On the positive side, the change to a differential tuition model in 2012 is providing a significant increase in funding, the effect of which is still being tracked. Discussions are ongoing concerning how new funds should be used, but the general feeling is that they should be used to directly benefit students paying tuition to the college. Additionally, there have been recent moves to restore funding for open faculty lines, which have been frozen to date. No reductions or increases in funding are pending at this time.

I.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.

2015 Team Assessment: Evidence of the library's operations, collections, funding, staffing, and planning functions are found in the APR. The information presented indicates that library operations are well thought out, and future development is focused on balancing the needs of new technologies and delivery methods against the more traditional, hardcopy-based needs. A stated concern is that of the attractiveness of the current library space to the school for providing additional studio space, which would require movement of more volumes to the Library Depository and Retrieval System. This would delay access to resources for students and faculty alike.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

I.3.1 Statistical Reports[3]**:** *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*
    - o *Demographics (race/ethnicity and 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.*
    - o *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.*
    - o *Time to graduation.*
        - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
        - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

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

[X] Statistical Reports were provided and provide the appropriate information.

2015 Team Assessment: Requisite reporting was provided within the APR, and the reporting contained the appropriate information. Reports are also available for download from the program's website.

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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[3] 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.

2015 Team Assessment: Requisite reports were provided and contained the appropriate information. Reports are also available for download from the program's website.

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[4] 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.

2015 Team Assessment: The information contained in the Faculty Matrix, the Faculty Resumes, and the Faculty Exhibit demonstrates that this faculty is able to provide students with the necessary intellectual rigor required to meet the Student Performance Criteria. The relationship between faculty areas of expertise and course assignments is clearly presented in the Faculty Matrix. Licensed professionals are well represented on the faculty and are integrally involved in the decisions made at the curricular level.

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[4] 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.

2015 Team Assessment: All requisite documents were addressed in the APR, and those required to be available in the team room were provided in an organized and orderly form.

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

2015 Team Assessment: The team found evidence that this SPC was **Met** in Arch 311, as demonstrated through studio observation.

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

2015 Team Assessment: Instruction in critical thinking skills is evidenced in Arch 210, 211, and 240. The coursework builds toward more complex problems and culminates in the student's ability in design thinking skills, which is clearly evidenced in the coursework displayed for Arch 310.

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] Met

2015 Team Assessment: The team found evidence that this SPC was **Met** in Arch 310, as demonstrated through drawings.

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

2015 Team Assessment: Evidence of the ability to meet the technical documentation criterion was found in student project work prepared for Arch 410 and the companion course, Arch 430.

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

[X] Met

2015 Team Assessment: The team found evidence that this SPC was **Met** in Arch 461, as demonstrated through papers and tests.

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

[X] Met

2015 Team Assessment: The studio work produced and put forth as evidence in Arch 210, 211, 310, and 311 provides significant verification that students possess the ability to use basic architectural and environmental principles in design.

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] Met

2015 Team Assessment: The team found evidence that this SPC was **Met** in Arch 410, as demonstrated through studio work.

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

2015 Team Assessment: Evidence of an understanding of this criterion was found in the work exhibited for the Arch 310 and Arch 311 studios. Development of these skills is evident in second-year studio work (Arch 210, 211, 240, and 241).

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

2015 Team Assessment: Evidence was found in two wide-ranging courses, Arch 240 and Arch 241. Students communicated their understanding of the criterion in a variety of formats: quizzes, tests, essays, and short research papers.

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

2015 Team Assessment: Evidence of an understanding of this criterion is presented in Arch 241 and 341, primarily through lectures and testing as well as through required research papers.

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

2015 Team Assessment: The work produced in Arch 411 provides evidence that the students have an understanding of applied research. In addition, the majority of the upper-level studios are requiring the students to incorporate research into their work to successfully meet the learning objectives of this criterion.

> **Realm A. General Team Commentary:** The team found consistent evidence that the students are being broadly educated. It is our conclusion that the student learning outcomes gained from this realm reappear as foundational elements to play a part in the decisions made at the highest levels of the curriculum.

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 their 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

2015 Team Assessment: Evidence was found in the work of Arch 683 Architectural Programming and in the studio work of Arch 411.

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

2015 Team Assessment: This condition is now **Met**. The program's approach is to integrate the learning objectives of this criterion throughout the curriculum. Learning units are delivered in a series of required classes that culminate in the comprehensive studio, where a student demonstrates the ability to address accessibility holistically. Evidence was found in Arch 310, 311, 360, and 410. The evidence was in the form of tests, short design exercises, and multiple studio projects.

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

2015 Team Assessment: The students' work in Arch 333 and Arch 430 is evidence of their ability to design sustainably through various exercises, projects, and quizzes, which address systems, and produce cost analyses, basic energy modeling, and cost benefit ratios. The design studio project work also incorporates sustainable analyses and strategies.

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

2015 Team Assessment: Evidence of ability that meets this criterion was found in the project work of the Arch 311 studio and in Arch 360, its co-requisite course.

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

 [X] Met

2015 Team Assessment: The program integrates the multiple student learning objectives needed to allow a student to possess the ability to incorporate life-safety issues into a project. Arch 410 and Arch 430 are specific examples of student achievement in life-safety principles.

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

2015 Team Assessment: Evidence of comprehensive design skills was found within project work of the Arch 410 studio. The projects are well developed and show the ability to deal with the various components of this SPC.

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

2015 Team Assessment: Lectures and student work in Arch 430 demonstrate an understanding of financial considerations. This is further reinforced in the Arch 683 programming work, which includes consideration of how programming decisions impact the project budget.

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

2015 Team Assessment: Arch 333 Building Environmental Technical Systems I and Arch 334 Building Environmental Technical Systems II present the full complement of environmental technical systems. Student learning in this area is demonstrated through class projects, homework assignments, pre-tests, quizzes, and exams.

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

2015 Team Assessment: An understanding of structural systems was found in the well-crafted Arch 331 and 332 courses. Students demonstrated this understanding through a series of exams and homework. Studio work also contributed to this finding. This criterion was **Met with Distinction**.

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

2015 Team Assessment: Envelope systems are introduced initially in Arch 333 and are included in the project work exhibited for Arch 410 and its companion course, Arch 430. Evidence within this coursework indicates that this criterion is **Met**.

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] Met

2015 Team Assessment: The team found evidence that this SPC was **Met** in Arch 410 and Arch 430, as demonstrated through tests, quizzes, homework, and applied studio work.

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

2015 Team Assessment: The team found evidence that this SPC was **Met** in Arch 410 and Arch 430, as demonstrated through tests, quizzes, homework, and applied studio work.

Realm B. General Team Commentary: The program takes a holistic approach to the issues presented in this realm. Individual learning units are built upon across the curriculum, culminating in well-integrated comprehensive designs. This approach is evident in the subsequent option studios completed after the SPCs have been accounted for in the program.

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

2015 Team Assessment: The team found evidence that this SPC was **Met** in the old curriculum Arch 311 course and in the new curriculum DSGN 111 course.

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

[X] Met

2015 Team Assessment: Many examples of the student's understanding of human behavior are demonstrated across the curriculum. Lecture courses with quizzes, tests, and papers are one example. Studio projects with both short and long durations are another. Arch 461, 680, and 683 provide the best examples.

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

2015 Team Assessment: Evidence of the student's understanding of the client's role in architecture is found in the lectures, coursework, and project work of Arch 680 and 683.

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

[X] Met

2015 Team Assessment: Students demonstrate an understanding of project management in Arch 680. Each student generates multiple project books that explore the critical issues of project management. In addition, this learning outcome is evident in quizzes that address commissions, consultants, and teams.

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

2014 Team Assessment: Evidence of the student's understanding of practice management is found in the lectures, coursework, and project work of Arch 680.

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

2015 Team Assessment: The team found evidence that this SPC was **Me**t in Arch 680, as demonstrated through written work and quizzes.

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

2015 Team Assessment: Evidence of the student's understanding of legal responsibilities is found in the lectures, coursework, and project work of Arch 680.

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

2015 Team Assessment: By examining a combination of Arch 680's project books and quizzes and Arch 411's studio projects that address social and political concerns, the team found evidence demonstrating that students in the program possess an understanding of the decision-making process involved in ethical and professional judgment.

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

2015 Team Assessment: The team found evidence that this SPC was **Met** in Arch 341, as demonstrated through written responses to reading assignments.

Realm C. General Team Commentary: The team found many examples of a wide array of student exposures to the aspirations of this realm. A diverse range of leadership and practice experiences was demonstrated. Evidence ranged from studio to classroom to professional engagement events.

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

2015 Team Assessment: The program is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools.

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

2015 Team Assessment: Curriculum course charts for each program (prior and current 2012 curriculum) are included in the APR, along with descriptions of how a student progresses through the courses. Information is provided that describes an off-campus year-one program. Descriptions of study abroad programs are also provided in the APR.

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

2015 Team Assessment: Professional Program Committee (PPC) charge and membership is evidence that the curriculum is reviewed and developed with a view toward the advancement of the discipline. The number of licensed architects on the faculty, along with the involvement of professionals, ensures quality oversight.

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

2015 Team Assessment: The team found and reviewed evidence indicating that a standard procedure has been established to evaluate student work from the preparatory/pre-professional education phase to the NAAB-accredited degree program.

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

2015 Team Assessment: Evidence was found on the architecture.unl.edu website under Accreditation NAAB: Information, which contains the language found in the *2009 NAAB Conditions for Accreditation*, Appendix 5.

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

2015 Team Assessment: The program page of the college's web page contains all of the appropriate information: http://architecture.unl.edu/degree-programs/architecture.

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
     The NCARB Handbook for Interns and Architects
     Toward an Evolution of Studio Culture
     The Emerging Professional's Companion
     www.NCARB.org
     www.aia.org
     www.aias.org
     www.acsa-arch.org

[X] Met

2015 Team Assessment: The websites to the organizations above are listed in the APR, which has links to them.

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

2015 Team Assessment: The websites make all the above listed documents available to the public.

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

2015 Team Assessment: ARE Pass Rates are provided through a link on the architecture program's web page, and are listed in a stand-out column on the right side of the page and labeled "NAAB Information."

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 University of Nebraska APR*,* pp. 1-8

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

Reference University of Nebraska, APR, pp. 8-11

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

Reference University of Nebraska, APR, pp. 22-24

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

Reference University of Nebraska, APR, pp. 24-27

2.   Conditions Met with Distinction

I.1.3.E Architectural Education and the Public Good

The students have access to many diverse resources throughout the college. These include study abroad programs, service learning projects within the curriculum and student organizations, interdisciplinary collaboration early on, guest lecture series and visiting professors, mentorship opportunities through the AIAS and AIA, and learning from and creating close relationships with local professionals. The students graduate with skills that are widely appreciated by the university, the students' peers outside the program, the local professionals, and the local community.

B.9.   Structural Systems

An understanding of structural systems was found in the well-crafted Arch 331 and 332 courses. Students demonstrated this understanding through a series of exams and homework. Studio work also contributed to this finding.

3.   **The Visiting Team**

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IV.   Report Signatures

Respectfully Submitted,

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Miguel A. "Mike" Rodriguez, FAIA **Team Member**	**Representing the AIA**

Elizabeth Weintraub **Team Member**	**Representing the AIAS**