

**Southern Polytechnic State University
School of Architecture and Construction Management**

Visiting Team Report

Bachelor of Architecture (153 undergraduate credit hours)

The National Architectural Accrediting Board
19 March 2014

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

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3. Causes of Concern

A. Upper division student advising

11. Compliance with the Conditions for Accreditation

Part One (1): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

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

2014 Team Assessment: The history of the university and the School of Architecture and Construction Management is well documented in the APR. The architecture program at SPSU has its origins in a technically based teaching institution and is part of the University of Georgia system, achieving initial NAAB accreditation in 1995. It is one of three accredited programs in Georgia and the only five-year program in the state. The current organizational structure of the School of Architecture and Construction Management was established in 2011. It is an integral part of the larger university culture, and it contributes uniquely to the status of the university, building on its clearly stated vision, mission, values,

acceptance of the studio culture document by the student body evidenced in the student body meeting. The team observed faculty committed to student success and learning built upon SPSU's commitment to a balanced program in theory and practice. The learning environment is enhanced by recent

with the written response in the APR. The team found evidence of strong student organizations within the school and student participation in university leadership opportunities. Increasingly, students are being afforded opportunities to study abroad and obtain more global perspective in architecture design and practice.

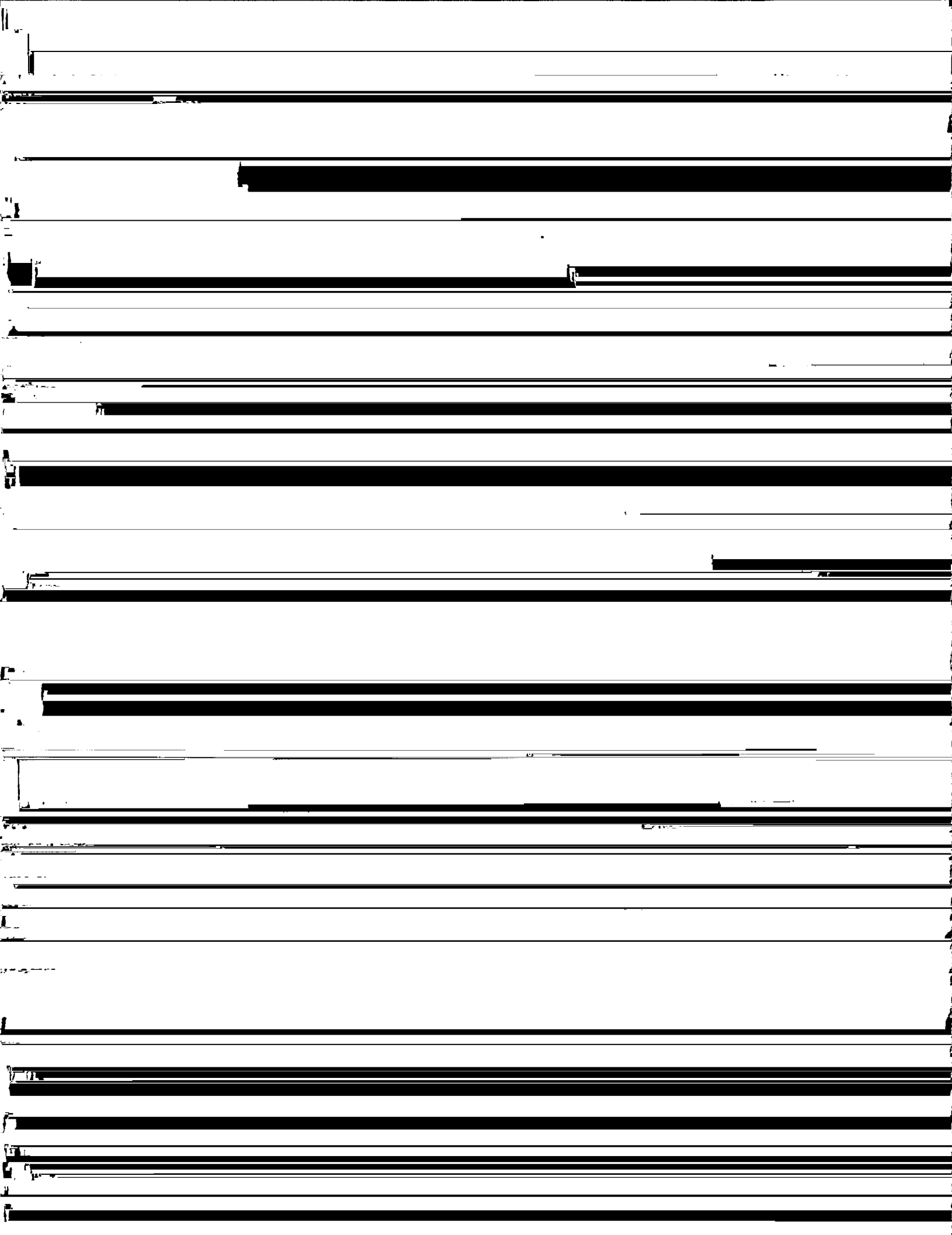
- C. Architectural Education and the Regulatory Environment. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding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

The program is responsive to this perspective.

2014 Team Assessment: Evidence of this "met" condition was provided through Arch 5313 Professional Practice both through lectures and online resource materials. All students are exposed to IDP, ARE, and professional registration process at the start of each semester. The IDP coordinator position is led by an associate professor, registered architect, and current member of the AIA Georgia Board of Directors.

- 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

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PART I: SECTION 3 -REPORTS

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

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

2014 Team Assessment: The team found evidence that SPSU has provided copies of annual reports since 2008.

1.3.3 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 exhibit⁴ that the faculty, taken as a

PART TWO (11): EDUCATIONAL OUTCOMES AND CURRICULUM

PARTTWO (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:

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.*

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

Met

2014 Team Assessment: Studio projects in Arch 4013 and Arch 4014 provide good examples of the "ability" to respond to site characteristics in the development of a project design.

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

Met

2014 Team Assessment: Evidence to support the "met" condition was found consistently in various projects under Arch 3012 and Arch 4224.

- 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.8. Environmental Systems

A.9. Historical Traditions and
Global Culture

B.9. Structural Systems

B.5. Life Safety

Not Met

quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Met

2014 Team Assessment: The understanding of the principles of environmental systems has been met in the courses of ARCH 3313: Environmental Technology II Human Comfort and HVAC and ARCH 3314: Environmental Technology III: Lighting, Electrical, Acoustics, and Vertical Circulation.

- 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

2014 Team Assessment: The understanding of structural systems is met, based on evidence found in ARCH 3211, Architectural Structures II and ARCH 3122, Architectural Structures III, which include a curriculum in reinforced concrete, steel and wood.

- 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

2014 Team Assessment: Evidence to support the "understanding" of this area was demonstrated through the work in Arch 3313 and Arch 3314. Further applications of these principles were also found in the 3rd year studio work of Arch 3012 through drawings and physical models.

- 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

2014 Team Assessment: Individual building service systems are presented in courses ARCH 3313, Environmental Technology II (HVAC) and ARCH 3314, Environmental Technology III (Electrical, Acoustics, and Vertical Transportation), and it is graphically displayed in work in ARCH 4014 Architectural Studio IV. This criterion is, therefore, met.

- B. 12. Building Materials and Assemblies Integration: Understanding of the basic

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

[X] Met

2014 Team Assessment: Evidence to support the "understanding" of this area was clearly demonstrated through the variety of work found in Arch 5313 and Arch 4411.

- 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 to support the "understanding" of this area was clearly demonstrated through the variety of work found in Arch 5313.

- 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

2014 Team Assessment: Evidence of understanding the elements of leadership are contained in ARCH 5313, Professional Practice, ARCH 3012, Architectural Studio II, and ARCH 3314, Environmental Technology 111. In addition, SPSU provides multiple opportunities for students to take leadership roles in student organizations and campus activities. Further, through AIAS and Alpha Rho Chi, the student body maintains an active mentoring program, where senior students mentor junior students. This SPC is, therefore, met.

- 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

2014 Team Assessment: The understanding of the architect's legal responsibilities are met by ARCH 5313, Professional Practice.

- C. 8.

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*

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

4.2.4. Revised Accreditation: The institution offering the accredited degree program must be or be part

11.4.4 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.

Met

2014 Team Assessment: Public access to APRs and VTRs is provided on the program's webpage under the tab "NAAB."

11.4.5 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 isgisir8034 oding R

111. 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 Southern Polytechnic State University, APR, pp. 1-2

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

Reference Southern Polytechnic State University, APR, pp. 2-5

C. Long-Range Planning (I.1.4)

Reference Southern Polytechnic State University, APR, pp. 20-24

D. Self-Assessment (I.1.5)

Reference Southern Polytechnic State University, APR, pp. 25-33

2. Conditions Met with Distinction

A.6 Fundamental Design Skills

The ability to use fundamental design skills is evident throughout the curriculum. The design foundation courses are very effective in developing the core design skills of the program.

B.1 Pre-Design

The student body is skilled and accomplished in Pre-Design due to the emphasis placed on investigation and analysis in their studio courses, especially in ARCH 4014.

B.5 Life Safety

A strong emphasis of life safety principles was found in a variety of courses, lectures, assignments, and design studios. Good examples of code plan review

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Program Response to the Final Draft Visiting Team Report

The Department of Architecture at SPSU would like to express appreciation for the suggestions and recommendations made by members of the NAAB Team during the 2014 visit. We view the NAAB visit as an opportunity to garner outside feedback and critique as a precursor to self-assessment and advancement.

As per the NAAB request we offer the following identification of errors or misunderstanding presented in the VTR and actions taken in response to recommendations made by the NAAB Team during their visit.

IDENTIFICATION OF ERRORS OF FACT

I.1. Identified Challenges

- b. Making sure that there are funds to maintain equipment once purchased.

Response:

Budgeting is always a challenge but the department believes that this is not a major problem at this time. The Department of Architecture has a dedicated budget for equipment purchase and maintenance that covers the wood shop, digital lab and media resource center. Given that much of the equipment is less than 6 years old we are only now able to fully assess the long-term maintenance costs. It should be noted that the current budget was sufficient to cover all repairs and replacements for wood shop equipment (including a new table saw), replace three laser cutters

1.3 Causes of Concern

A. Upper division student advising.

Response:

It should be noted that academic advising is a part of the job description of all faculty at the university. In the recent past the architecture faculty have not been assigned this task. The Department of Architecture currently employs the services of

1.1 Identity and Self-Assessment

2014 Team Assessment:

". . . With the impending merger with Kennesaw State University, the architecture

Response:

It should be noted that the program also has extensive interdisciplinary projects with the Computer Game Design Department in the College of Computer Software and Engineering.

ACTIONS IN RESPONSE TO THE VTR AND NAAB TEAM RECOMMENDATIONS

Part One

I.1. Identified Challenges

- c. Providing updated software and training for students for their course work and to help makethem more marketable.

Response:

The Department of Architecture is currently finalizing the hiring of two new faculty whose charge it is to reconstruct the Design Communication core sequence to specifically address this concern. The new faculty are highly experienced in integrating cutting edge software into the design studios. We are also in the process of updating the software licenses and purchasing new software for this challenge.

Part Two

II.1.1

A.4 Technical Documentation-

"While evidence of 'ability' was found for technical drawings and physical models in ARCH 4224, 4014 3012; there was a lack Of evidence in meeting the 'Ability' to write outline specifications. The SPC is therefore not met."oiaet."oialenge.

General Team Commentary on Realm B

"The student achievement in each individual element of Realm B is strong. Their success in the Pre-Design, Life Safety, and building Materials and Assemblies Integration criteria is noted with high merit. However, there is a gap in the student's aptitude to apply and integrate these separate abilities and understandings into one comprehensive project, a vital skill for professional success. Improvements and additions to the comprehensive studio project would be beneficial to the students' development."

Response:

Based on the recommendations of the NAAB Team the program is making the following adjustments:

- Relocating ARCH 4013 to the fall semester where it will now follow the two 3rd year studios that focus on the individual components of Comprehensive Design. We think this will enhance the continuity of thought in the overall area of Realm B and improve integration aptitude.

m The scale of the comprehensive studio project will be reduced from a complex program high-rise to a midrise with simpler programs so that more emphasis can be placed on integration of the required SPC under 9y467 68976.51981 Tz 1

- Based on the recommendation of the NAAB Team the program is making the following adjustments:

IV. Report Signatures

Respectfully Submitted,

A handwritten signature in cursive script, appearing to read "Robert L. Smith". The signature is written in black ink on a white background.

V _____ Confidential Recommendation

Upon consideration of the terms of accreditation in Section 2 of the *2012 NAAB Procedures for Accreditation*, including an assessment of compliance with the *2009 NAAB Conditions for Accreditation*,
_____ to the NAAB Board:

Institution, Academic/Administrative Unit:
Department of Architecture
_____ of Architecture and Construction Management

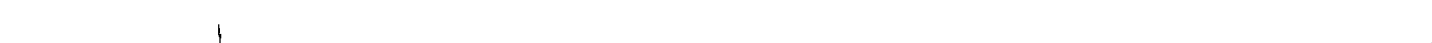
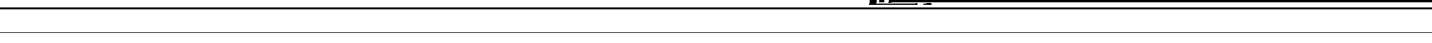
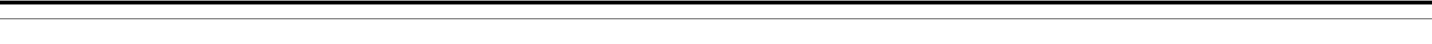
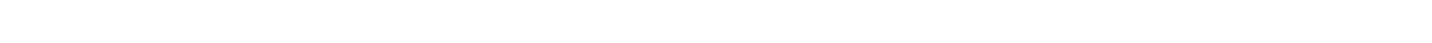
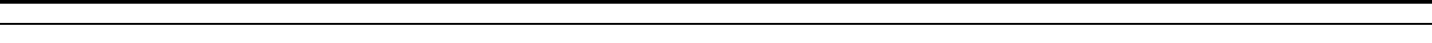
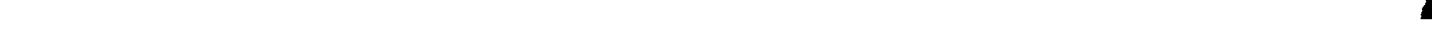
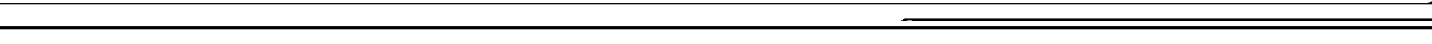
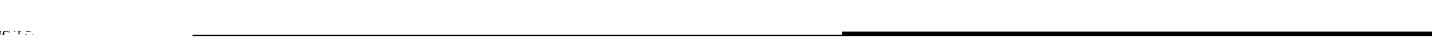
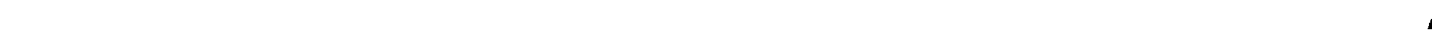
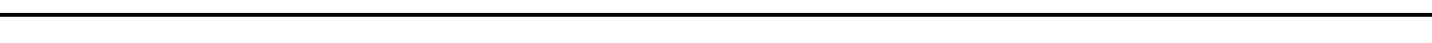
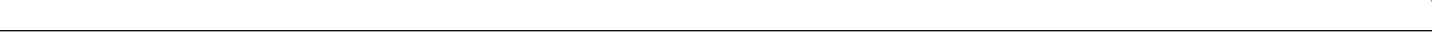
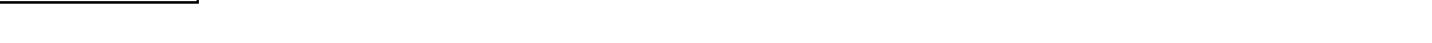
Southern Polytechnic State University

Degree Title (include prerequisites and number of credits required):
Bachelor of Architecture (153 undergraduate credit hours)

Term of Accreditation:
8 years

CHANGES TO THE ACCREDITED PROGRAM

Within the above mentioned areas of concern, the program reports that the continued strength is



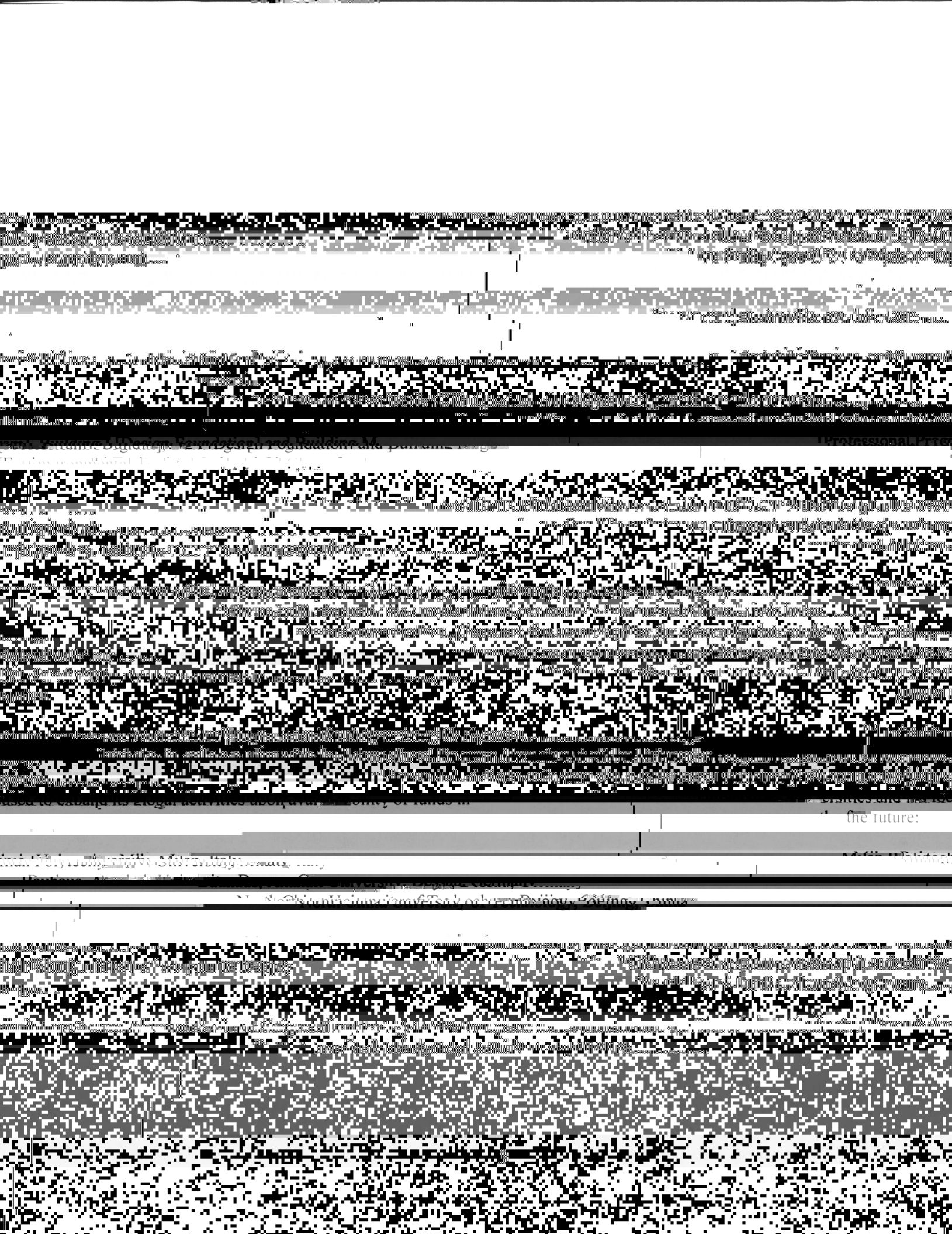
- We still anticipate searches and hiring of new faculty in the coming two years as appropriate to the increase in student body and effective balance between regular and adjunct faculty.

Two senior faculty members in the roles of Academic Advisor and Curriculum Coordinator are added to provide some relief to overwhelming and overburdening tasks of the Chair. Each faculty is being paid extra compensation of a course for their service.

The chair does not have sufficient administrative staff for class scheduling and advising and the computer and printing facilities can not be utilized properly by students since tech support is currently split with another program.

NO Change since the NAAB Team's Visit. Dedicated IT support and second administrative support is paramount.

Colclition 31 Professional Development: Understanding of the role of internship in obtaining



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The Future of the...

the future:

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- Student advising