National Architectural Accrediting Board, Inc.

2023 Visiting Team Report

University of Oklahoma
Division of Architecture

B.Arch.
M.Arch.

Continuing Accreditation Visit
April 24-26, 2023

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I. Summary of Visit

a. Acknowledgments and Observations

The NAAB visiting team would like to thank the University of Oklahoma's Division of Architecture for its assistance and hospitality during our virtual accreditation visit. In particular, we want to recognize the efforts of the Director of the Division of Architecture, Stephanie Pilat, and its associate director, Tony Cricchio, for being extremely helpful in leading the program's preparation and organization for the team visit. We especially appreciate Dr. Pilat's timely responses to our requests for information and the organization of the Visiting Team Room. We also would like to recognize the many staff hours that went into making this visit possible. The team appreciated the many thoughtful discussions we had with students, faculty, staff, administration, and professional architects throughout our visit.

The NAAB team would like to highlight some of the program's unique characteristics that stood out to us during the visit. The first is the collegiality that exists between faculty, staff, and students. In our meetings, we heard repeatedly about the collegial spirit within the community and how it fosters and promotes student success. The faculty are approachable, engaged, and committed to the success of the students. We also heard how the faculty feel deeply supported by one another. The program has developed a teaching and learning culture based on respect and understanding, where everyone in the community is open to learning. The students, staff, and faculty commented on the many "open doors" that exist in the program – encouraging interaction and fostering learning, both formal and informal. The shared culture of respect and the desire to learn from one another instills in everyone the value of lifelong learning.

The second highlight for the program is its relationship with the architectural community. Whether it be through the more formal cooperative education program for the undergraduate students or the methods courses that focus on professional practice, there is an appreciation and understanding for the ways in which the academy and practice can partner together in the education of architects. This symbiotic relationship clearly works to prepare students for the professional world.

A third area we wish to highlight is the legacy of the American School and how its history has been interpreted and represented in a way that is valuable for students in the context of practice today. Throughout our meetings, we could see how this legacy has created a learning environment that encourages students to reflect on their own values and allows those values to become the basis for how they operate within the world of architecture – with a commitment to the public, a sensitivity to the natural and physical environment, and a desire to draw inspiration from their physical and cultural contexts. The program builds the confidence in students to value experimentation, which we saw as a fundamental aspect of the re-envisioned American School.

Throughout our visit, it was quite clear that the University of Oklahoma's Division of Architecture is focused on supporting students on their path to becoming licensed architects and beyond.

b. Conditions with a Team Recommendation to the Board as Not Achieved *(list number and title)*

PC.6 Leadership and Collaboration
5.3 Curricular Development

II. Progress Since the Previous Site Visit

2014 Conditions Not Met

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.

- Program student characteristics
  - 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.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

- Program faculty characteristics
  - Demographics (race/ethnicity 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.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

Previous Team Report (2015): The institution has submitted Statistical Reports each year, and these were certified by the institution's associate provost and director in a M.Arch. 24, 2015 letter. However, the team's review of the Statistical Reports revealed inaccuracies regarding faculty education, faculty salaries, and student demographics. These inaccuracies occurred in multiple reports.

2023 Team Analysis (B.Arch./M.Arch.):
As of the Board of Director's 2021 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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 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.

Previous Team Report (2015): The Annual Reports available through the NAAB website and through the APR include the statistical information (which, as described above, contained errors and omissions). Also available was one Focused Evaluation Report dated 2012. The APR states: "The NAAB response to the 2012 Focused Evaluation Report is not posted on NAAB's website." Such a response was also not available to the team via the NAAB website. On the other hand, the NAAB did provide a one-page response to the 2011 Annual Report. In it, 10 items received identical feedback: "The program provided no new information from that presented in the 2010 annual report." Three items are identified as being satisfied or having progress made. It appears that the 2010 Annual Report contained less information than the NAAB expected. Incidentally, the team also looked for narrative responses to deficiencies cited in the 2009 VTR, believing that a narrative would have been submitted each year in this regard. These were not available on the NAAB website or in the APR. This item is cited as not providing appropriate information due to inaccuracies in the statistical data.

2023 Team Analysis (B.Arch./M.Arch.):
As of the Board of Director's 2021 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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.

Previous Team Report (2015): This criterion is still Not Met. Some evidence of ability regarding accessibility was found at the B. Arch. level in ARCH 4755: Design VLL Systems and Content and ARCH G5055: Design X Comprehensive Architecture II, and at the M. Arch. level in ARCH 5055: Design X Comprehensive Architecture II. However, student understanding appeared to be uneven and lacking in the many components of accessibility requirements. Consideration of universal accessibility design was not commonly apparent. Path of travel through a site, accessible parking, building egress, and restroom design were spotty and undeveloped.

2021 Board IPR Review: After reviewing the 5-year Interim Progress Report (IPR) submitted by University of Oklahoma, the National Architectural Accrediting Board (NAAB) has rejected the IPR as not having demonstrated sufficient progress toward addressing deficiencies identified in the most recent visiting team report. Specifically, the program did not provide evidence at the Ability level for SPC B.2 Accessibility, which was Not Met for two consecutive visits.

Consistent with the 2015 Procedures, Section 10.1.d.ii Interim Progress Reports, pages 81-82, the next accreditation visit is advanced by one calendar year and is now scheduled for spring 2023. The Architecture Program Report (APR) is due September 7, 2022.

2023 Team Analysis (B.Arch./M.Arch.):
SPC B.2 Accessibility has been eliminated from the current 2020 Conditions, although elements of this criterion are incorporated into SC.1 Health, Safety and Welfare in the Built Environment and SC.5 Design Synthesis. Both SC.1 and SC.5 are MET for the B.Arch. and M.Arch. programs.

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.

Previous Team Report (2015): All students appear to have an understanding of wind roses, the need to consider sun-angle diagrams, and the existence of LEED checklists; however, there was not enough indication of how sun and day-lighting, wind, and other environmental factors influence design decisions. Work provided to the team did not adequately reflect ability with regard to environmental and material conservation, or the ability to produce designs that reduce environmental impacts into the future.

2023 Team Analysis (B.Arch./M.Arch.):
As of the Board of Director's 2021 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

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

Previous Team Report (2015): The team was not able to locate student work that involved complex site conditions. As a result, the ability to respond to the site characteristics listed above was not evident. Abilities with regard to other aspects of site design, such as parking and travel to and through a site, were inconsistently reflected in student work.

2023 Team Analysis (B.Arch./M.Arch.):
As of the Board of Director's 2021 review of the program's 5-year Interim report, the program demonstrated satisfactory progress toward addressing deficiencies previously identified.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program because of changes in the Conditions is required.

2023 Team Analysis:
Partly in response to the changes in the 2020 Conditions, the Division of Architecture began a process of identifying the unique features of their accredited programs. In May 2022, the program aligned its Strategic Plan with the University. This realignment established Key Performance Indicators (KPIs) for the program. The program has addressed the assessment requirements in the Conditions by creating assessment teams in 2021-2022 to evaluate curricular goals against the NAAB criteria. In fall 2022, initial findings were presented to the faculty for course improvements. The program's assessment teams review NAAB criterion annually and these teams add to the existing assessment practices, which include annual University program assessments and the on-going work of the Division's Curriculum Committee.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission (*Guidelines*, p. 5)
To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Team Findings:	☒ **Described**	☐ **Not Described**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

Program Response:
The American School of Architecture cultivates designers known for balancing creativity and innovation with resourcefulness and pragmatism. Sensitive to the impacts of climate change, we draw lessons from Oklahoma's cultural context and natural landscape. Our research and creative practices inspire students and faculty to work together to envision a future where communities are healthy, resilient, and just.

Our curriculum grows out of our American School history that emerged in the middle of the twentieth century, under the leadership of architect Bruce Goff and a talented roster of faculty. They developed a curriculum that emphasized individual creativity and experimentation. They modeled a radical empathy, which taught students to trust their own creative instincts. The work of American School architects is grounded in a respect for context, a material resourcefulness, and a commitment to experimentation and innovative problem solving. Today, we continue to embrace the spirit of the American School. We aim to educate students to be resourceful – always considering how to make the most with the least impact on the natural environment. Experimentation is advanced today through a research orientation in our curriculum, which instills in students an aspiration to innovate and produce new knowledge. Contextualism, defined as a deeply felt respect for specific contexts, climates, cultures, and people, remains a central tenet of our ethos. Finally, like the Renegades of the American School, rather than seeking to produce disciples; we aspire to help each student develop their own talents as individuals in an environment which cultivates confidence and creativity.

2023 Team Analysis:
The APR describes the University of Oklahoma as a public institution in Norman, Oklahoma located approximately twenty miles from the state capital. Founded in 1890, the University of Oklahoma has nearly 30,000 students spread over three campuses. The university has nearly 22,000 undergraduate students. Architecture is one of twenty degree-granting colleges. Its location in the state of Oklahoma provides several unique opportunities as well as challenges. Approximately 56% of the University's students are from the state, which today has approximately 3.9 million residents. Over 9% of the state's residents identify as American Indian or Alaska Native, which informs the University's location as home to one of the nation's leading programs in Native American Studies. The state is also marked by severe weather conditions (intense wind activity and tornadoes) and environmental catastrophes (man-made climate change during the Dust Bowl period).

The Division of Architecture is part of the Gibbs College of Architecture. The larger college has a total of five academic divisions (Interior Design, Construction Science, Architecture, Landscape Architecture, and Planning) along with additional programs in Urban Design and Environmental Design. The structure of the college enables opportunities for students and faculty to work across the disciplines. Since the 1940s, the architecture program was developed under a uniquely American model, one that was not tied to the Beaux-Arts or Bauhaus. From the outside, the program has drawn inspiration in everyday objects, natural landscape, and non-western cultures, including Native American tribes.

The APR also describes how the Division of Architecture benefits from its place in the context of both the university and college and highlights student and faculty engagement across campus. Students in the B.Arch. program engage with the professional community through a required semester of cooperative education in their fourth year. Faculty and students can also engage with the local and state community through the Institute for Quality Communities, which acts as the service-learning arm of the college.

2—Shared Values of the Discipline and Profession (*Guidelines*, p. 6)

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments**.** Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. (p.7)

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. (p.7)

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. (p.7)

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. (p.8)

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. (p.8)

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. (p.8)

Team Findings: ☒ **Described** ☐ **Not Described** ☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

Design: The APR describes how the program addresses the shared value of design by teaching critical thinking, collaboration, and soft skills that aid in experimental problem solving. Parallel design studios and methods courses in both the B.Arch. and M.Arch. programs help achieve this goal. Building on the unique history as the American School of Architecture, the approach produces graduates who think innovatively to create resilient solutions for the built environment to serve and strengthen communities. This was confirmed during the visit through evidence of work in design studios. The strategic plan identifies benchmarks of maintaining a curriculum review cycle that includes the teaching of critical thinking skills. During the visit, the program stated the review cycle is being implemented.

Environmental Stewardship and Professional Responsibility: The APR describes the University's commitment to environmental stewardship and professional responsibility for the B.Arch. and M.Arch. programs in environmental systems courses, design studios, professional practice courses, and the University's Student Code of Conduct. From the beginning, students are introduced to the necessity for professional ethics and environmental responsibility in the profession. Successful examples of this value are seen in a graduate project included in the AIA 2020 Emerging Professional exhibition and a graduate project the AIA Central Oklahoma Design Award in the Student Unbuilt Category, both products of the

COTE design competition studio. The strategic plan includes benchmarks of maintaining a curriculum review cycle that addresses the environment. Faculty and administrators stated this review was active.

Equity, Diversity, and Inclusion: A commitment to this shared value is expressed at all levels of the institution, including the college and program curriculum for the B.Arch. and M.Arch. programs. In 2020, a climate survey resulted in a ten-step plan for equity and justice across the college. The "Taking Action to Create an Anti-Racist, Diverse, and Equitable Community Plan" contains actions and assessments to measure progress in equity, diversity, and inclusion. The Gibbs Design Activism Awards (GDAA) were launched to support projects that engage local questions of social justice, community activism, political issues, and environmental design. A robust focus on inclusive design and accessibility has been part of both programs since 2014. Assignments, readings, lectures, and activities throughout the B.Arch. and M.Arch. curricula ensure students have social and historical understandings of accessibility and human rights. The "Taking Action" plan provides a clear path for long-range planning.

Knowledge and Innovation: The APR describes the program's approach to design as applied research that sits alongside more traditional forms of research. Students in both the B.Arch. and M.Arch. programs are engaged in the production of knowledge and innovation in formal coursework, as well as in supplemental experiences. In recent years, the program has focused on the incorporation of softwares and other tools into studio coursework. Students in the B.Arch. program have a required module in research methods. The M.Arch. program has a strong focus in research, emphasizing a future design practice that is both creativity- and evidence-based. The program has described its long-range planning efforts that emphasize the importance of this shared value in their teaching, research, and service efforts.

Leadership, Collaboration, and Community Engagement: The program promotes this shared value through internal and external opportunities. Internal collaboration occurs with other disciplines of the college – interior design, construction science, landscape architecture, environmental design, urban design, and regional and city planning. A series of courses include self-assessments to prepare students for collaborative design projects and opportunities for student teams to define their roles, shape expectations, and inform group dynamics. Professional practice coursework focuses on leadership in practice and beyond. Community-oriented outreach is fostered through initiatives such as the Institute for Quality Communities, the Tulsa Urban Design Studio, and the Gibbs Design Activism Awards. The program reviews community engagement and collaboration as part of its long-range planning through its strategic plan, which recognizes the educational value of community projects.

Lifelong Learning: A culture and value for lifelong learning for students and faculty is found across the B.Arch. and M.Arch. programs. The learning culture is defined by a teaching culture of support and guidance for lifelong learning, which is described in the APR "...that the most important aspect of our work as teachers is not to transfer our mastery of facts to students but rather to help them develop their own interests – whether those are in sustainability, design-build, architectural theory, or elsewhere." The program places great importance on the faculty who "seek to fuel their curiosity, love of learning…" The Studio Culture Policy also describes a learning culture that seeks to "empower students to become lifelong learners through deliberate practice."

3—Program and Student Criteria (*Guidelines*, p. 9)

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC) (*Guidelines*, p. 9)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. (p.9)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student understanding of **PC.1 Career Paths** through multiple courses and co-curricular experiences in the B.Arch. and M.Arch. programs. The evidence includes a description of the Division's American School curricular goals and course content. One of the Division's newly established curricular goals is "Approach to Practice" with a commitment "to graduate students who understand how to develop an approach to practice reflective of their values and seek to expand the role of the architect in shaping the built environment to better serve communities in need."

B.Arch: Undergraduate students are introduced to the profession of architecture in the first semester course ARCH 1163: Methods I – Materiality of Practice, which is devoted to the practice of architecture from a variety of points of view, including entrepreneurial, contextual, and resourceful practice. The primary student exposure to the PC.1 is the cooperative education job requirement in the student's eighth semester (ARCH 4160: Internship – Cooperative Education Program). As confirmed in meetings during the Virtual Site Visit, every B.Arch. student is placed in an architectural office or a research program related to architecture and must complete 360 hours of AXP credit as part of the experience. ARCH 4923: Methods IX – Entrepreneurial Architect & Leadership builds on the student's internship experience. The culminating coursework for this criterion was found in ARCH 4053: Methods X – Tools of Practice, which includes lectures, creating a business plan, and learning about different types of professional practice.

M.Arch: ARCH 5923: Methods IX – Entrepreneurial Architect & Leadership addresses this criterion for graduate students. Cross-listed with ARCH 4923, this course explores finance and leadership issues that currently confront the development, design, and construction industries.

Supplemental experiences for both programs include the fall workshop series on AXP. Organized by Lisa Chronister, the school's AXP Coordinator, the series engages students in an overview of the internship program (for B.Arch. students), resume and portfolio review and an overview of the AXP program (led by the school's NCARB licensing advisor, Morgan Jones). The program also provides students with a Canvas site that includes information on job opportunities, job search resources, AXP, and licensure, along with a range of other topics. Students in both programs are paired with professional mentors to supplement their curricular experiences (B.Arch. students are paired in their third year prior to the cooperative education program; M.Arch. students are paired in their first year).

The program provided materials for the courses listed above, including course syllabi, schedules, lecture presentations, assignments, and exams. In meetings with faculty, staff, and students, the team confirmed the supplemental program offerings as well as student awareness of the offerings and other materials.

In both programs, the assessment documents for PC.1 identify a set of courses using the final course grade as the assessment measure. The supplemental experiences are assessed based on the number of participating students. An additional assessment is a student exit survey that asks how well the curriculum prepares students for design within an architectural practice. One-year outcomes from the spring and fall of 2021 show all benchmarks were met for both programs. Actionable outcomes, changes, or improvements include course refinements, workshop and lecture series improvements, and formalizing some aspects of the professional mentoring program, all of which will be implemented in spring 2023.

PC.1 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student understanding of **PC.2 Design** through multiple courses and co-curricular experiences in the B.Arch. and M.Arch. programs. The evidence for this criterion includes a description of the Division's strategic plan and course content. First among the Division's newly established curricular goals articulated in the strategic plan is Design Thinking with a commitment "to graduate students who are creative, collaborative, and resourceful problem solvers who draw on existing knowledge and contexts to imagine visionary solutions." A second of four curricular goals is "Design Contexts, Analyses, and Integration." This goal engages a range of scales of design from urban design to the anthropomorphic characteristics of universal design.

The APR does not offer distinct narratives for the B.Arch. and M.Arch. programs. We interpret the narrative to apply to both programs. The assessment plan for this criterion measures student learning through final course grades in design studios. The APR describes a design curriculum defined by a parallel set of design studios and methods courses however, course content was provided for the design studios only.

B.Arch.: Four courses are used to achieve student understanding in this criterion:
- ARCH 2356: Design III – Crafting Place
- ARCH 2456: Design IV – Materials and Making
- ARCH 3556: Architectural Making I
- ARCH 3656: Design VI – Architectural Making II

M.Arch.: Four courses are used to achieve student understanding in this criterion:
- ARCH 5536: Graduate Architectural Design III – Systems and Context (Capstone)
- ARCH 5546; Graduate Architectural Design IV
- ARCH 6956: Design IX – Comprehensive Architecture I
- ARCH 6056: Design X – Comprehensive Architecture II

Syllabi for the design studios identify design skills with 10-12 learning outcomes. Additional learning outcomes are topic focused. Grading typically includes topical research and precedent analysis, schematic design and design development phases and a final presentation. Project topics include an equine center, a nature center, accessible housing, and an institution along with landscape and urban sites.

Methods courses complement and inform design studios with issues of fundamental design, materials, environmental technologies, the craft of manual and digital fabrication, professional ethics, and the realities of architectural practice. The team was able to observe a class meeting for ARCH4563/5563: Methods V – Sustainable and Resilient Systems II, that included student presentations. The students described design choices for material assemblies that were responsive to program and human perception, building performance and environmental conditions. ARCH 4663/5663: Methods VI – Urban Design Methodologies complements a design project centered on accessible housing in an urban context.

Supplemental experiences for both programs include visiting lectures and opportunities for field trips and study abroad to expand student exposure to design. Studio-led field trips to projects such as the Oklahoma City National Memorial, the new Scissortail Park, the Devon Tower, or the Oklahoma City Skydance Bridge makes tangible their social and environmental impact. Similarly, field trips to destinations such as Santa Fe, Dallas, Fort Worth, Austin, Fayetteville (AR), Kansas City, New York, and Chicago provide first-hand experiences of transformative and inspiring architecture.

In both programs, the assessment documents for PC.2 identify design studio courses. The assessment measure is the final course grade. One-year outcomes from spring and fall of 2021 show all benchmarks were met for both programs. Actionable outcomes, changes, or improvements are discrete course improvements, such as software needs, focusing program parameters, and adding new content such as universal design, all of which will be implemented in spring 2023.

PC.2 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
Both the B.Arch. and M.Arch. programs provide evidence of understanding the relationships between the built and natural environments and how these mitigate climate change and affect building performance. **PC.3 Ecological Knowledge and Responsibility** is demonstrated through a range of courses including design studios and lecture courses. In addition, as the division continues strategic planning for the American School, a new curricular goal includes: "To graduate students with an awareness of how the decisions they make as designers impact society and the environment today and decades from now, as well as communities near and far."

B.Arch.: Four courses are used to achieve student understanding in this criterion:

- ARCH 2463: Methods IV – Sustainable and Resilient Systems I
- ARCH 4563: Methods V – Sustainable and Resilient Systems II
- ARCH 4756: Design VII – Systems and Context
- ARCH 4723: Methods VII – Advanced Systems.

M.Arch.: Three courses are used to achieve student understanding in the graduate program:

- ARCH 5536: Graduate Architectural Design III – Systems and Context (Capstone) (cross-listed with ARCH 456)
- ARCH 5546: Graduate Architectural Design IV
- ARCH 5723: Methods VII – Advanced Systems (cross-listed with ARCH 4723).

The team reviewed the following B.Arch. and M.Arch. course materials provided in the virtual team room. The "methods" courses are offered with content applicable to the co-requisite design studio project. This NAAB criterion is listed as a learning outcome in the course syllabi and student learning is achieved through lectures, readings, field trips, and case studies that demonstrate responsive ecological design approaches. Student learning is demonstrated by written assignments and exams that articulate technical content, as well as the use of building performance software to analyze design solutions.

Supplemental experiences for both programs include a day-long symposium entitled "Resilient Futures" organized by Dr. Person, Dr. Pilat, and doctoral student Felipe Flores. The symposium brought together climate scientists, geographers, meteorologists, landscape architects, journalists, and social workers. This effort and others by the faculty are in response to the Division of Architecture's Strategic Plan Objective 5 to "grow interdisciplinary research and creative activity to address global challenges and foster social and environmental resiliency, health, and justice." In addition, students work with faculty on climate related research. Beginning in summer 2017, an Environmental Sustainability Working Group of faculty has been awarded over $20,000 in funding to provide opportunities for sixteen undergraduate students from across campus to carry out mentored research relating to environmental stewardship.

In both programs, the assessment plan measures student learning through final course grades in design studios and methods courses. Data are collected at the conclusion of each course offering. The program last assessed these courses after their offering in spring and fall of 2021, and one cycle of data was provided. All benchmarks were met in the B.Arch. program. In the M.Arch. program all benchmarks were met, with the exception of ARCH 5536. Improvements to this course will include assigning a less complex building program to allow students to focus on design decisions related to improved building systems integration, all of which will be implemented in fall 2022 and spring 2023.

PC.3 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. (p.9)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student understanding of **PC.4 History and Theory** through multiple courses in the B.Arch. and M.Arch. program. The evidence for the PC includes a description of the Division's American School curricular goals and course content. One of the Division's newly established curricular goals is History, Theory, and Research with a commitment "to graduate students who are able to critically evaluate information, sources, and research, and have a broad understanding of global architectural history and theory." Using an interdisciplinary social historical lens, courses emphasize the ways in which the documentation and preservation of history reflects power, privilege, and cultural bias.

B.Arch.: Students take a four-semester sequence of courses to develop a global and critical understanding of architectural history and theory. Evidence for student understanding in this criterion was found in:

- ARCH 2243: History of the Built Environment I
- ARCH 2343: History of the Built Environment II
- ARCH 4453: Modern and Contemporary Architecture
- ARCH 4543: Architectural Theory and Criticism.

M.Arch.: Students take a one- to three-semester sequence of courses, based on a review of prior coursework, to develop an understanding of architectural history and theory. Students in all tracks are required to take:

- ARCH 5543: Architectural Theory and Criticism (cross-listed with ARCH 4543).

Additional evidence for student understanding in this criterion was found in three courses required for students in the seven-semester M.Arch. program:

- ARCH 5143: Architectural History
- ARCH 5453: Modern and Contemporary Architecture (cross-listed with ARCH 4453)
- ARCH 5543: Architectural Theory and Criticism

The program provided materials for the courses listed above, including course syllabi, schedules, lecture presentations, writing assignments, and exams.

In both programs, the assessment documents for PC.4 identify a set of courses using the final course grade as an assessment measure. An additional assessment is a student exit survey that asks how well the curriculum prepares students in terms of writing skills. One-year outcomes from the spring and fall of 2021 show all benchmarks were met or exceeded for both programs. Actionable outcomes, changes or improvements are continuing to expand course content and assignment topics beyond Europe and the United States, better connecting history/theory courses to the design studios, and more emphasis on research methods, all of which will be implemented between fall 2022 and fall 2023.

PC.4 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field. (p.9)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student understanding of **PC.5 Research and Innovation** through multiple courses in the B.Arch. and M.Arch. programs. The evidence for the PC includes a description of the Division's American School curricular goals and course content. One of the Division's newly established curricular goals is History, Theory, and Research with an aim that "students will be able to describe and assess how new knowledge is created through research."

B.Arch.: The program ensures student understanding of this criterion through two courses:

- ARCH 1163: Methods I – Materiality of Place
- ARCH 4543: Architectural Theory and Criticism.

The former introduces students to how research informs design while the latter includes a module on research methods relevant to architecture and design.

M.Arch.: The program ensures student understanding at the graduate level through two courses:

- ARCH 5543: Architectural Theory and Criticism (cross-listed with ARCH 4543)
- ARCH 6590: Professional Project Research.

The former includes a module on research methods relevant to architecture and design while the latter provides an in-depth understanding of research methods and tools for architects correlated with the phases of design and construction.

The program provided materials for the courses listed above, including course syllabi, schedules, lecture presentations, readings, assignments, and exams.

In both programs, the assessment documents for PC.5 identify a set of courses using the final course grade as the assessment measure. An additional assessment is a student exit survey that asks how well elective courses provide intellectual context for their research and design work. One-year outcomes from the spring of 2021 show all course-related benchmarks were met for both programs. Neither program met the prescribed benchmark for the student exit survey. Actionable outcomes, changes, or improvements include a Division-level evaluation of professional electives that are offered in both programs, which will be implemented between fall 2022 and fall 2023.

PC.5 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems. (p.9)

B.Arch. Team Findings:	☐ **Met**	☒ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☐ **Met**	☒ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program seeks to ensure student understanding of **PC.6 Leadership and Collaboration** through multiple courses in the B.Arch. and M.Arch. programs.

After a review of the course materials provided in the Virtual Team Room, the team only identified two course syllabi that contained student learning outcomes for collaboration, teamwork, or leadership. In reviewing the instructional material, the team could not find evidence of readings or lecture content illustrating approaches for effective collaboration, teamwork, or leadership. While students did complete assignments in which they worked in groups, the team did not find evidence that students learn and understand approaches to leadership, collaboration, or teamwork, or that they can apply effective collaborative skills to solve complex problems. Additionally, the team did not find an assessment practice for these skills, approaches, or experiences. During meetings with students and faculty during the Virtual Site Visit, the team did not find consistent evidence of student experience with multidisciplinary teams or with diverse stakeholder constituents.

B.Arch.: Two courses include a learning outcome for collaboration in their syllabi (ARCH 4923: Methods IX – Entrepreneurial Architect & Leadership and ARCH 4053: Methods X – Tools of Practice). Both courses are focused on topics of professional practice. ARCH 4453: Modern and Contemporary Architecture requires students to work in groups.

M.Arch.: Three courses identify collaboration as a learning outcome or require students to complete group assignments. These are all cross-listed with the undergraduate courses described above. These courses are ARCH 5923: Methods IX – Entrepreneurial Architect & Leadership (cross-listed with ARCH 4923), ARCH 5053: Methods X – Tools of Practice (cross-listed with ARCH4053), and ARCH 5543: Modern and Contemporary Architecture (cross-listed with ARCH 4453).

The course syllabus for ARCH 4923/5923 outlines the course as exploring “issues in contemporary architectural practice including the role of the client, contracts, practice and project management, leadership skills, legal responsibilities, and ethics…” One of the course learning outcomes is collaboration and states, “(s)tudents will develop the self-awareness, communication skills and teamwork strategies necessarily [sic] for successful collaborations.” Two texts are required for this course with a lengthy listing of complementary reading; however, the team was not able to find course materials identifying strategies for successful teamwork, leadership, or collaborations. The team reviewed the exam provided and did not

find content related to the PC.6 criterion. In this course, students are required to work together and present a topic to the class each week of the course. The handout for this assignment did not include references or readings to advance collaboration skills or successful teamwork strategies.

In the ARCH 4053/5053, students are required to work in groups for a research and writing project, although it was not clear from the material provided how the students are prepared to be successful in these collaborative settings

Based on the team's review of the course material provided in the Virtual Team Room, students are sometimes required to work in groups for research, writing, presentations, and design work, and at times engage community stakeholders with design problems. The team did not find courses that included multidisciplinary teamwork. In the professional practice courses described above, readings discuss leadership roles in practice, human resources issues, and working with staff. The instructional materials/course syllabi do not evidence approaches for leadership or collaborative activities, or how students will come to "understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts" and then with this understanding are able to "apply effective collaboration skills to solve complex problems."

In the team's meeting with practitioners employing OU students, and when asked about shortcomings, one employer noted that students arrive with a "studio mentality" of working independently similar to working on their own design studio projects. The practitioner described an office culture that is more interactive and collaborative that students need to learn.

The assessment document for this program criterion includes multiple courses with all benchmarks met. The assessment tool for each course is the final course grade, which does not take into account that the collaborative or leadership experience may be only a small portion of a course. The assessment plan does identify key/relevant assignments within the course, however there is no evaluative content for these assignments. In one course, the key assignment identified is the response paper, which is only worth 20% of the course grade. For ARCH 4053/5053, the students' topical group presentation and participation in class is contained within a larger grading rubric that equated to 40% of the overall grade. While six courses are in the assessment plan for this PC with the final course grade as the metric, only two courses have a stated course learning outcome for collaboration and/or leadership. Outcomes from the assessment practice focus on managing or creating the learning opportunities, such as securing projects with community partners. Another outcome notes the need to research collaborative practices at other schools. Neither of these analyses reflect on student learning as required in this criterion.

PC.6 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program provides evidence with regard to **PC.7 Teaching and Learning Culture**, how the program fosters a remarkably positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. Evidence is found in the supplemental experiences available to faculty and staff as well as students in both the B.Arch. and

M.Arch. programs. This criterion is assessed through its faculty mentoring program, faculty course evaluations, attendance at the college teaching and learning workshops, student attendance at all-student meetings, and participation in the update to the studio culture policy.

Faculty undergo measures to adapt research and teaching methods to modern pedagogical practices within the program curriculum and studio environment. A 2020 survey sought input from the Gibbs community to develop new program initiatives and resulted in the development of the GCA "Taking Action Plan to Create an Anti-Racist, Diverse, and Equitable Community Plan." This plan put forth several action items to strengthen studio culture, encourage leadership, and sustain equitable practices within the program. Faculty development within the College is also supported through a Tenure-Track Faculty Mentoring Program, in which a mentee is paired with two mentors with a minimum time commitment of eleven hours over the course of a calendar year.

A revised Studio Culture policy was presented to students and faculty in the spring of 2022. The new document reflects the American School history and outlines clear expectations for students as well as faculty. Though developed by the program's Director and two faculty members of the Student Development Committee, the process included opportunities for student feedback through discussion sessions facilitated by an outside leading scholar of design review culture.

B.Arch.: A student-to-student mentoring program was recently introduced within the undergraduate program, in which an upper year level or graduate student provides mentorship to a lower year studio. The initiative has proven to be successful and revered. Mentors are paid to participate in this program to ensure their commitment to their mentee. Based on participant feedback, the program recently shifted to "near-peer" mentoring so that mentors are closer in experience to their mentee so that they are better able to relate to one another.

M.Arch.: Informal listening sessions are held semesterly by the graduate liaison (who is also an associate director within the program). These sessions provide graduate students with the opportunity to share updates and raise issues. A summer design studio and series of introductory orientations each fall introduce graduate students to the school and its studio culture, software, and learning management system. Student workshops, organized by an advanced doctoral student and/or faculty member, also serve as mentoring sessions and introduce students to key topics and resources.

Both the B.Arch. and M.Arch. programs ensure student understanding of the Division's Learning and Teaching Culture through the Goff Lecture Series, Design Build – CASA Playhouse, and Mentoring Program.

The assessment plan for this criterion includes the number of mentor assignments, the process and cycle for updating policies, the number of meetings and workshops offered, faculty evaluations, and student course evaluations. Benchmarks are met when the process is completed.

PC.7 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student understanding of **PC.8 Social Equity and Inclusion** through courses in the B.Arch. and M.Arch. programs as well as by way of supplemental experiences. The evidence for the PC includes a description of the Division's American School curricular goals and course content. First among the Division's newly established curricular goals articulated in the strategic plan is "Design Thinking" where, "In the spirit of American School contextualism, students will be able to listen to and learn from diverse constituencies, community members and/or user and documenting their preferences and experiences as a means of informing their design processes.

B.Arch.: Evidence of student learning was found primarily in ARCH 1163: Methods I – Materiality of Place, which sets the tone for the design education of the American School today and introduces social and cultural design influences through lectures, assignments, and activities. Bias and prejudice in oneself and others are presented in the context of design as a social practice that engages and impacts others. In ARCH 4543: Architectural Theory and Criticism, students are exposed to the relationships among social and culture contexts and the built environment. Additional evidence was found in ARCH 4923: Methods IX – Entrepreneurial Architect & Leadership and ARCH 4053: Methods X – Tools of Practice.

M.Arch.: Evidence of student learning experiences at the graduate level was found in a combination of design studios and related coursework, one of which is ARCH 5543: Architectural Theory and Criticism (cross-listed with ARCH 4543, which is described above. Studio projects in ARCH 6956: Design IX – Comprehensive Architecture I and ARCH 6056: Design X – Comprehensive Architecture II base design assignments on programs that include diverse cultural and social contexts, requiring students to support occupants and users of a variety of backgrounds and abilities.

Supplemental activities in the College and Division include the Gibbs Design Activism Awards (GDAA), which is a new grant initiative that supports student-led design and research projects that critically engage topics of community, social, and economic concern within the built environment. Additional activities included a recent symposium, entitled "Understanding Inequity, Advancing Equity," and a Latin American architecture and urban development lecture series in spring 2021. Administrators and faculty in the College and Division have advanced this program criterion through increasing their own understanding of equity and inclusion through trainings and workshops.

In both programs, the assessment documents for PC.8 identify a set of courses using the final course grade as an assessment measure. Supplemental experiences are assessed through the numbers of students and faculty participating in the programs. One-year outcomes from 2021 and 2022 show all benchmarks were met or exceeded for both programs. Actionable outcomes, changes or improvements are increasing student attendance at lectures and other events and identifying a boarder range of guest speakers and community partners, all of which will be implemented in 2023 and 2024.

PC.8 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes (*Guidelines*, p. 10)
A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. (p.10)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student understanding with regard to **SC.1 Health, Safety, and Welfare in the Built Environment** in both the B.Arch. and M.Arch. programs through a combination of courses, including advanced structures, advanced building systems, and several studios with both landscape and urban sites. The evidence for the PC includes a description of the Division's strategic plan and course content. This criterion is found in the Division's newly established curricular goals articulated in the strategic plan under the goal of "Design Contexts, Analyses, and Integration."

B.Arch.: Primary evidence for student understanding was found in the following courses:

- ARCH 3556: Design V – Architectural Making I
- ARCH 4333: Advanced Structures
- ARCH 4723: Methods VII – Advanced Systems
- ARCH 4756: Design VII – Systems and Context

M.Arch.: At the graduate level, student understanding was demonstrated in the following courses (several of which are cross-listed with the undergraduate courses described above):

- ARCH 5333: Advanced Structures (cross-listed with ARCH 4333)
- ARCH 5536: Graduate Architectural Design III (cross-listed with ARCH 4756)
- ARCH 5546: Graduate Architectural Design IV
- ARCH 5723: Methods VII – Advanced Systems (cross-listed with ARCH 4756)
- ARCH 6956: Design IX – Comprehensive Architecture I
- ARCH 6056: Design X – Comprehensive Architecture II

The team reviewed the files provided in the Virtual Team Room for the courses listed above. These materials included syllabi, course readings, lecture materials, assignments, and studio project briefs. Many of the course syllabi identify NAAB SC.1 as a student learning outcome, however some do not. In addition, some syllabi identify over fifteen student learning outcomes (SLO), making it difficult to evaluate the significance any single SLO has for the student experience. The course assignments cover a wide array of topics impacting health, safety, and welfare from the strength of building structures, thermal comfort in buildings, accessibility, and ethical issues of sustainability and environmental justice.

The B.Arch. and M.Arch. programs have an assessment plan with one-year of data, analysis, and actionable insights for continuous improvement. The assessment practice is focused on meeting benchmarks for a passing final course grade in each of the courses cited. The criterion was last assessed between spring and fall of 2021. For the B.Arch. program, benchmarks have a goal of 90% of the cohort achieving a 70% grade or better; these benchmarks were met in all courses. For the M.Arch. program, benchmarks have a goal of 90% of the cohort achieving 80% grade or better; these benchmarks were met in all but two courses. The comprehensive design studio course grading rubric includes NAAB SC.1 (APR appendix B) with a Met/Not Met evaluation. Insights from the assessment are for course improvements across the multiple topics within any of the courses, without mention of the topics in SC.1. Course changes were scheduled to be implemented in fall 2022 and spring 2023.

SC.1 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student understanding of **SC.2 Professional Practice** through multiple courses in the B.Arch. and M.Arch. program. The evidence for the PC includes a description of the Division's American School curricular goals and course content. One of the Division's newly established curricular goals is "Approach to Practice" with a commitment "to graduate students who understand how to develop an approach to practice reflective of their values and seek to expand the role of the architect in shaping the built environment to better serve communities in need."

B.Arch: Students achieve understanding of this criterion in a series of courses and required experiences, including ARCH 4160: Internship – Cooperative Education Program, where students must complete 360 hours of AXP credit. Student evidence was also found in ARCH 4923: Methods IX – Entrepreneurial Architect & Leadership, which builds on the internship experience, and ARCH 4053: Methods X – Tools of Practice, which includes lectures on various types of professional practice and the creation of a business.

M.Arch: Students are ensured of understanding of this criterion in ARCH 5923: Methods IX – Entrepreneurial Architect & Leadership (cross-listed with ARCH 4923), which explores finance and leadership issues that currently confront the development, design, and construction industries. Student evidence was also found in ARCH 5053: Methods X – Tools of Practice (cross-listed with ARCH 4053).

The program provided materials for the courses listed above that include the course syllabus, schedule, lecture presentations, writing assignments, and exams. The material provided was confirmed in meetings with faculty, students, and the professional community during the Virtual Team Visit. The assessment documents for SC.2 in the B.Arch. and M.Arch. programs identify a set of courses, which are assessed by the final course grade. An additional assessment is a student exit survey that asks how well the curriculum prepares students for design within an architectural practice. One-year outcomes from the spring and fall of 2021 show all benchmarks were met for both programs. Actionable outcomes, changes or improvements are course refinements related to project delivery, policy impacts, non-traditional forms and practice, and professional ethics, all of which will be implemented in fall 2022 and spring 2023.

SC.2 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student understanding with regard to **SC.3 Regulatory Context** in both the B.Arch. and M.Arch. programs through a combination of design studios and related coursework. The evidence for the PC includes a description of the Division's strategic plan and course content. This criterion is found in the Division's newly established curricular goals articulated in the strategic plan under the goal of "Design Contexts, Analyses, and Integration." Under this goal, students "will be able to propose design solutions respectful of relevant codes, regulations, principles of life-safety and accessibility standards." The team

reviewed course files, including syllabi, course readings, lecture materials, assignments, and studio project briefs, in the Virtual Team Room for the courses listed below.

B.Arch: Primary evidence for student understanding was found in three courses:

- ARCH 4563: Methods V – Sustainable and Resilient Systems II
- ARCH 3556: Design V – Architectural Making I
- ARCH 4756: Design VII – Systems and Context

M.Arch.: Evidence for student understanding at the graduate level was found in four courses:

- ARCH 5536: Graduate Architectural Design III (cross-listed with ARCH 4756)
- ARCH 5546: Graduate Architectural Design IV
- ARCH 5723: Methods VII – Advanced Systems (cross-listed with ARCH 4723)
- ARCH 5923: Methods IX – Entrepreneurial Architect & Leadership (cross-listed with ARCH 4923)
- ARCH 5053: Methods X – Tools of Practice (cross-listed with ARCH 4053)

The B.Arch. and M.Arch. programs have an assessment plan with a mechanism to collect data and identify actionable insights for continuous improvement. The criterion was last assessed between spring and fall of 2021 and final course grades are the measure of student learning. For the B.Arch. program, benchmarks have a goal of 90% of the cohort achieving a 70% grade or better; these benchmarks were met in both courses. For the M.Arch. program, benchmarks have a goal of 90% of the cohort achieving 80% grade or better; these benchmarks were met in all courses where the team found evidence for this criterion. The comprehensive design studio course grading rubric includes NAAB SC.3 (APR appendix B) with a Met/Not Met evaluation. Improvements included the recent hire of a new faculty member specializing in accessibility and universal design. Course enhancements include more content and guest lectures that address policy and the impact of the regulatory context. Course changes were scheduled to be implemented in fall 2022 and spring 2023.

SC.3 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student understanding with regard to **SC.4 Technical Knowledge** in both the B.Arch. and M.Arch. programs through a sequence of courses, including two design studios and a course in advanced building systems and building performance analysis. The evidence for the PC includes a description of the Division's strategic plan and course content. This criterion is found in the Division's newly established curricular goals articulated in the strategic plan under the goal of "Design Contexts, Analyses, and Integration." Under this goal, students are expected to "demonstrate a core set of domain-specific technical design skills" and "understand building systems and technology." The team reviewed course files in the Virtual Team Room for the courses listed below.

B.Arch.: This criterion is met through a series of design studios and related coursework. Through these courses, students are exposed to established and emerging building technology systems, material assemblies, building construction methods, and performance-based design. These courses are:

- ARCH 2463: Methods IV – Sustainable and Resilient Systems I
- ARCH 3556: Design V – Architectural Making I
- ARCH 4333: Advanced Structures
- ARCH 4563: Methods V – Sustainable and Resilient Systems II
- ARCH 4723: Methods VII – Advanced Systems
- ARCH 4756: Design VII – Systems and Context

The B.Arch. cooperative education program during the second semester of the fourth year offers supplemental opportunities to develop technical skills and awareness. In a meeting with local practitioners during the Virtual Site Visit, there was general positive consensus regarding the technical knowledge of students.

M.Arch.: At the graduate level, student understanding was demonstrated through a series of design studios and related coursework (most of which are cross-listed with the undergraduate courses described above). These courses are:

- ARCH 5333: Advanced Structures (cross-listed with ARCH 4333)
- ARCH 5536: Graduate Architectural Design III (cross-listed with ARCH 4756)
- ARCH 5546: Graduate Architectural Design IV
- ARCH 5723: Methods VII – Advanced Systems (cross-listed with ARCH 4723)

The B.Arch. and M.Arch. programs have an assessment plan with a mechanism to collect data and identify actionable insights for continuous improvement. The criterion was last assessed between spring 2021 and fall 2022 and final course grades are the measure of student learning. For the B.Arch. program, benchmarks have a goal of 90% of the cohort achieving a 70% grade or better; these benchmarks were met in all courses. For the M.Arch. program, benchmarks have a goal of 90% of the cohort achieving 80% grade or better; these benchmarks were met in two of the four courses. A student survey with one question is also identified in the assessment outcomes. The comprehensive design studio course grading rubric includes NAAB SC.4 (APR appendix B) with a Met/Not Met evaluation. Course improvements will include offering a spatially less complex program and better integration of course content on building systems and building performance analysis software in ARCH4756/5536. To ensure student understanding in the graduate structures course (ARCH 5333), faculty will continue to augment in-class lectures with course recordings and expanded office hours and tutoring. Course changes were scheduled to be implemented in fall 2022 and spring 2023.

SC.4 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student ability with regard to **SC.5 Design Synthesis** in both the B.Arch. and M.Arch. programs through two design studios. The evidence for the PC includes a description of the Division's strategic plan and course content. This criterion is found in the Division's newly established curricular goals articulated in the strategic plan under the goal of "Design Contexts, Analyses, and

Integration." The Goff lecture series, guest lectures, virtual and physical field trips, construction site visits, manufacturing and fabrication plant tours are important supplemental experiences and are evident in the students' final course projects. The team reviewed course files and student work in the Virtual Team Room for the courses listed below.

B.Arch.: This criterion is met in two design studios:

- ARCH 3556: Design V – Architectural Making I
- ARCH 4756: Design VII – Systems and Context.

Student work provided by the program demonstrated the ability to design architectural projects that met this condition, including programming, regulatory requirements, site conditions, accessibility, and energy performance. Course assignments introduced each aspect of this condition, and the student assignments provided demonstrate understanding of these subconditions. Final designs synthesized these elements into a comprehensive project, represented in sketch, drawing, and model forms.

M.Arch.: At the graduate level, student ability was demonstrated in two design studios:

- ARCH 5536: Graduate Architectural Design III (cross-listed with ARCH 4756)
- ARCH 5546: Graduate Architectural Design IV.

Student work demonstrated an adequate understanding of how to integrate and synthesize a complex set of contextual (site, ecological, environmental, cultural) requirements, regulatory requirements, programmatic and other design requirements, to achieve a holistic design approach. This was inclusive of various precedent analyses, application tools, research methodologies, and technological analyses, all of which were integral in achieving this holistic design process.

The B.Arch. and M.Arch. programs have an assessment plan with a mechanism to collect data and identify actionable insights for continuous improvement. Only one year of data is provided. The criterion was last assessed in fall 2021 and fall 2022 and final course grades are the measure of student learning. For the B.Arch. program, benchmarks have a goal of 90% of the cohort achieving a 70% grade or better; these benchmarks were met in both courses. For the M.Arch. program, benchmarks have a goal of 90% of the cohort achieving 80% grade or better; these benchmarks were met in one course and not met in the other. A student survey with one question is also identified in the assessment outcomes. The comprehensive design studio course grading rubric includes NAAB SC.5 (APR appendix B) with a Met/Not Met evaluation. Insights from the assessment reflect on the successful relationship between the complementary methods course in advanced systems with the design project's development in the studio. Offering a spatially less complex program and additional content on building systems and performance analysis software is also considered. A field trip to provide more exposure to passive climate strategies and more content on building systems and performance analysis software is also discussed as part of the assessment analysis. Course changes were scheduled to be implemented between fall 2022 and spring 2023.

SC.5 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. (p. 12)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The program ensures student ability with regard to **SC.6 Building Integration** in both the B.Arch. and M.Arch. programs through a sequence of courses, including two design studios and a course in advanced building systems and building performance analysis. The evidence for the PC includes a description of the Division's strategic plan and course content. This criterion is found throughout the Division's newly established curricular goals articulated in the strategic plan, the second of which is "Design Contexts, Analyses, and Integration." Under this goal, students are expected to "demonstrate a core set of domain-specific technical design skills," "understand building systems and technology," and perform "analytics and systems integration." The team reviewed course files and student work in the Virtual Team Room for the courses listed below.

B.Arch.: The course series begins with a design studio (ARCH 3556: Design V – Architectural Making I) focused on site planning and passive design strategies. The project in this studio, a nature center located at Thunderbird Lake, employs passive strategies and demonstrates the analysis of environmental conditions as a precursor for numerous design decisions, including site planning and passive building performance. Student ability was further demonstrated in the comprehensive studio (ARCH 4756: Design VII – Systems and Context) and its co-requisite methods course in advanced building systems (ARCH 4723: Methods VII – Advanced Systems). The comprehensive studio incorporates the AIA COTE Framework for Design Excellence through assignments that expose students the range of complex considerations that inform design decisions. Students engage measures such as Design for Ecosystems, Design for Energy, and Design for Integration. The student work completed in fall 2022 was the design of a community services and outreach studio with a mass timber structure (student work from fall 2021 was the design of multi-unit housing on an urban site). The course is structured with a mid-review and pre-final technical review to ensure students have met the required progress in developing a project with complex requirements for developing and documenting building structure and enclosure assemblies, environmental systems, and thermal comfort.

M.Arch.: At the graduate level, student ability was demonstrated in two courses, cross-listed with the undergraduate courses described above: ARCH 5536: Graduate Architectural Design III (cross-listed with ARCH 4756) and ARCH 5723: Methods VII – Advanced Systems (cross-listed with ARCH 4723). See above for a description of the coursework in the comprehensive design studio and co-requisite methods course. Assignments at the graduate level included the development of wall assemblies, site analysis, building performance, and universal design.

The course syllabus provided for the comprehensive studio serves both B.Arch. and M.Arch. programs. The team notes an additional course syllabus was included for ARCH 5546: Graduate Architectural Design IV that appeared to be a duplicate of the comprehensive studio ARCH 4756/5536 offered in fall 2022, described above.

The B.Arch. and M.Arch. programs have an assessment plan with a mechanism to collect data and identify actionable insights for continuous improvement. Only one year of data is provided. The criterion was last assessed in fall 2021 and fall 2022 and final course grades are the measure of student learning. For the B.Arch. program, benchmarks have a goal of 90% of the cohort achieving a 70% grade or better; these benchmarks were met in all courses. For the M.Arch. program, benchmarks have a goal of 90% of the cohort achieving 80% grade or better; these benchmarks were met in all courses except one.
A student survey with one question is also identified in the assessment outcomes. The grading rubric for the Comprehensive Studios (APR Appendix B) articulates minimum standards for passing the course. The grading rubric includes the NAAB criterion for SC.6 Building Integration. Insights from the assessment reflect on the successful relationship between the complementary methods course in advanced systems with the design project's development in the studio. Offering a spatially less complex program and additional content on building systems and performance analysis software is also considered. A field trip to provide more exposure to passive climate strategies and more content on building systems and performance analysis software is also discussed as part of the assessment analysis. Course changes were scheduled to be implemented in fall 2022.

SC.6 is scheduled to be assessed annually, following the process outlined in APR Section 5.3.

4—Curricular Framework (*Guidelines*, p. 13)

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation (*Guidelines*, p. 13)

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The institution is accredited by the Higher Learning Commission (HLC). The evidence was found in the link provided in the APR and on the HLC website. The most recent reaffirmation of accreditation was in 2012-2013, with the next Comprehensive Site Visit scheduled in May 2023 as part of the 2022-2023 evaluation.

4.2 Professional Degrees and Curriculum (*Guidelines*, p. 13)

The NAAB accredits 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.

4.2.1 **Professional Studies**. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)

4.2.2 **General Studies**. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.
In most cases**,** the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must

document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)

4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

4.2.4 **Bachelor of Architecture.** The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

4.2.5 **Master of Architecture**. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

4.2.6 **Doctor of Architecture**. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
Evidence of the minimum requirements for NAAB accredited degrees is found in the 2022 Architecture Program Report and on the program website. The B.Arch. program contains professional studies, general studies, and optional studies as prescribed in 4.2.1, 4.2.2, and 4.3.3. The M.Arch. program contains

professional studies and optional studies. Students in the ten-semester accelerated program also complete general studies as part of their non-professional undergraduate program.

4.2.4 The B.Arch. program requires 150 total credit hours. Students complete 100 required professional credit hours, 9 architecture elective credit hours, and 41 general studies credit hours.

4.2.5 The M.Arch. program has three options:

- A ten-semester accelerated track that leads to a Bachelor of Architectural Studies (B.A.S.) and an M.Arch. This track requires a minimum of 168 credit hours.
  - For the B.A.S., students must complete 120 credit hours. This includes 70 required professional cr. hrs., 40 general studies credit hours. and 10 elective credit hours (6 of which must be "open" electives).
  - Sixty credit hours are required for the M.Arch. program (45 required professional credit hours and 15 elective credit hours
  - Students may share 12 credit hours between the two programs, all of which are Architecture required courses that keep their general studies and elective credits intact.
- A four-semester M.Arch. requires a minimum of 60 credit hours (48 required professional credit hours and 12 elective credit hours) with an evaluation of preparatory NAAB curriculum.
- A seven-semester M.Arch. requires a minimum of 96 credit hours (84 required professional credit hours and 12 elective credit hours).

4.3 Evaluation of Preparatory Education (*Guidelines*, p. 16)

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

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

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

The programs have processes in place to ensure compliance with 4.3 Evaluation of Preparatory Education. The team evaluated documents and met with program directors and staff.

4.3.1 There are processes for evaluating the preparatory education of undergraduate transfer students and graduate students entering the M.Arch. program. Student files were made available to the team and they include student transcripts and evaluative records of graduate student application materials.

4.3.2 The evaluative process for an applicant's professional degree competencies and coursework, which would result in placement into the four-semester program includes "breadth of the undergraduate education in architectural coursework" and "structures coursework" and "architectural history course work." The evaluative process relies on matching content to the courses offered in the OU program. The design portfolio review is based on "quality" of design work and including "a level of complexity in architectural projects regarding systems integration and structures."

4.3.3 The evaluative process and offer of admission provided to the student confirms the program duration. In our meeting with graduate students, the students confirmed they were well informed about program length prior to accepting admission. The graduate liaison noted that students apply for the seven-semester program or the four-semester program. There are three students in the four-semester program that have previously studied architecture. An international student who was admitted into the seven-semester program was discussed. After completing the summer studio, the student was re-evaluated and placed into the four-semester program. The graduate liaison noted that prospective applicants have many questions about their qualifications prior to submitting an application. During our meeting the program director acknowledged that the criteria for reviewing transcripts and the design portfolio could be more clearly stated.

The University controls the undergraduate admission process, while the Division makes admissions decisions at the graduate level. The M.Arch. program enrollment is dominated by students in the accelerated program (B.A.S + M.Arch.) with only a handful of new graduate students from outside the college or from other institutions. A staff member was recently hired to oversee graduate admissions.

5—Resources

5.1 Structure and Governance (*Guidelines*, p. 18)

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 **Administrative Structure**: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

5.1.2 **Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

B.Arch. Team Findings:	☒ **Described**	☐ **Not Described**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Described**	☐ **Not Described**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

The program described administrative processes and governance to comply with this condition. The team confirmed the content in the APR with the dean, program directors, faculty, staff, and students during the Virtual Site Visit.

5.1.1 The University of Oklahoma is led by the OU Board of Regents, President Joseph Harroz, Jr., and Provost André-Denis Wright. The Gibbs College of Architecture is organized into five Divisions: Architecture, Interior Design, Construction Science, Landscape Architecture, and Regional and City Planning. Dean Hans Butzer, FAIA, with support from one associate dean, oversees the College. A director oversees each division.

5.1.2 The deans and division directors meet one to two times per month. Each semester, there is at least one program coordinators' meeting that includes deans, directors, and key staff personnel, including

the assistant to the dean, facilities manager, college administrator, the lead student advisor, the architecture librarian, the C_ML manager, and the IT leader. The five directors also meet independently throughout the academic year and during the summer to address internal coordination matters. Periodically, the deans and division directors meet with the College's faculty governance committee, known as Committee A.

Committee A is an elected body of five faculty (one from each division) that oversees policy and procedures in the college. The OU Faculty Handbook describes Committee A's responsibilities as overseeing the faculty evaluation process, budget requests and allocations, salary increases, faculty awards, hiring, tenure and promotion, and other matters. Committee A provides written evaluations in tenure cases. In practice, Committee A's work is largely centered on faculty and tenure evaluations. Although the division of architecture faculty make up 50% of the GCA faculty, they are represented by just one of the five Committee A members.

The Division of Architecture has three standing committees:

- The Curriculum Committee
- Student Development Committee
- Faculty Development Committee

Within the Division of Architecture, faculty governance, and engagement are facilitated through participatory faculty meetings every other week throughout each semester. Led by the director, these meetings are structured to engage faculty in pressing issues as well as long-term planning. There is not a formal role for staff and students in the program, division, or college governance structure.

The APR states that "neither staff nor students have a formal role in the governance of the college or Division." Students are included on the curriculum committee and faculty search committee, and the Division is holding all school assemblies once per semester. In meetings with faculty, staff, and students, the team observed that staff and students play an important informal role in decision-making, but the team did not find evidence of sustained structural opportunities to engage in Division-level governance.

5.2 Planning and Assessment (*Guidelines*, p. 18)

The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
5.2.2 Key performance indicators used by the unit and the institution.
5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

B.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

In the APR, and confirmed in meetings during the Virtual Site Visit, the program demonstrated that is has in place a planning process for continuous improvement.

5.2.1 A comprehensive strategic plan was developed for the Division of Architecture in 2021-22. Involving students, faculty, staff, alumni, and "key partners across the campus," the plan was approved by faculty in May 2022. It was developed to coordinate with the three other strategic OU plans, at the campus, research, and division levels.

5.2.2 The strategic plan includes twenty Key Performance Indicators (KPIs), which will be measured either in one-year, two-year, or five-year periods. A number of the KPIs correlate with NAAB conditions, such as improving ARE pass rates, increasing scholarships, developing transfer agreements with community colleges to augment DEI, and increasing first generation students and students from underrepresented groups, their retention, and graduation rates.

5.2.3 Having been in place for less than one year, the program has not been able to report on its progress. To understand the program's ability to engage in long-range planning, the team reviewed the program's progress relative to its earlier 2014 strategic plan (APR Appendix E). Although supplanted by the 2022 strategic plan, many of the earlier objectives have been folded into the new plan although a number were not achieved due to lack of necessary resources.

5.2.4 The Division's strategic plan provides a report on the Strengths, Challenges and Opportunities facing the program, many of which were confirmed during the Virtual Site Visit.

5.2.5 The team found that a strength of the Division of Architecture programs is their strong relationship with practitioners. They have a formal Gibbs College of Architecture Board of Visitors as well as a Professional Advisory Board. There is continuous participation of local architects as studio visiting critics, and the team observed that the majority of teaching faculty maintain practices of their own.

5.3 Curricular Development (*Guidelines*, p. 19)

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

5.3.2 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.

B.Arch. Team Findings:	☐ **Demonstrated**	☒ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☐ **Demonstrated**	☒ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

In its review of materials and in meetings during the Virtual Site Visit, the team did not find evidence that the program demonstrated a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

The APR and materials in the Virtual Team Room were plentiful and document the Division's recent strategic planning for the curriculum. The narrative in the APR does not address the B.Arch. and M.Arch. programs separately. The team interprets the narrative to be applicable to both programs.

5.3.1 The multiple layers of assessment and numerous assessment programs, including the faculty's strategic planning and recent initiative for new curricular goals and sixty-three learning objectives obscured the team's understanding of how the assessment of NAAB program and student criteria are

related to curricular development. Assessment programs are numerous, complex in criterion, and did not demonstrate a well-reasoned process for curricular development. Outlined below are several of the assessment programs identified.

- The APR describes the role of the Curriculum Committee and the impact the previous NAAB VTR feedback has had on curricular development. The APR identifies a wide range of information and assessments that guides the work of the Curriculum Committee including Annual Graduate Exit Surveys, ARE pass rates, Student Experience Surveys and input from faculty, advising staff, and students. A twelve-month timeline diagram in the APR captures the annual and semesterly assessments. In a team meeting with the chair of the curriculum committee these practices were discussed but the team could not confirm a relationship between the assessment programs, the NAAB program and student criteria, and the Division's curricular planning and development.
- During the team's meetings with faculty, the annual semester-end review of studio work and selected courses were described as a primary assessment event that includes external guests. The team did not find any records of this event. Studio coordinators were also identified as responsible agents for assessment. A few of the studio coordinators are members of the curriculum committee.
- In materials provided in the Virtual Team Room, the team reviewed files documenting assessment of the program and student criteria, which are assessed annually. In the assessment of all program and student criteria, final course grades are the assessment measures. Recently the Curriculum Committee led the faculty to define Curricular Goals, Aims, and Objectives (The American School of Architecture: A Curriculum for the 21st Century). This resulted in four Curricular Goals, broken down into fourteen Aims, and further defined with sixty-three Learning Objectives. This is a new initiative and it is not clear how the curriculum committee will incorporate these goals, aims, and learning objectives into the assessment practices of the accredited programs. Some of the course syllabi reviewed by the team included the new student learning objectives (usually 10-15 objectives), a selection of NAAB PCs and SCs, and several additional learning outcomes.
- The APR identified Area Specific Assessment Teams that were created to evaluate how well courses and student learning are meeting NAAB PCs and SCs. Area specific assessment documents were available in the Virtual Team Room and this assessment program ties course grades to NAAB PCs and SCs. Studio courses and history, theory, and technical courses are often included in any one of the NAAB assessments. Reflective outcomes focus on the course, rather than on the NAAB program and student criteria. It is not clear how this assessment program aligns with the others mentioned above to influence curricular development.
- The program also participates in a required university-level Academic Program Review (every seven years). The APR did not describe the impact of this review on the curriculum or its relationship to the NAAB program and student criteria.

5.3.2 The APR identifies leadership and membership of the curriculum committee and includes complementary administrators and staff. The committee is led by a chair and typically includes several studio coordinators as well as one or two student representatives. The committee typically meets twice a month during the school year to regularly review and update curricula for the two accredited programs. Members in the Area Specific Assessment Teams are also identified. Through meetings with faculty, the team understood that the curriculum committee is currently discussing representation and media across the curriculum. When inquiring about the workings of the committee, the team did not hear mention of assessment outcomes or processes. When inquiring about the responsibility for assessment, it is clear that all faculty are committed to student learning and student success and contribute to assessment practices, however a well-reasoned process, and its impact on curricular development was not evident.

5.4 Human Resources and Human Resource Development (*Guidelines*, p. 19)

The program must demonstrate that it has appropriate and adequately funded 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:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

B.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
In the APR, and confirmed in meetings during the Virtual Site Visit, the program demonstrated that it has appropriate and adequately funded human resources to support student learning and achievement.

5.4.1 The APR describes a revised college-level Faculty Workload Policy enacted in 2022 that defines workloads of faculty members in credit hours rather than by the number of courses taught. This policy was enacted to improve workload balance among faculty across the College, taking into consideration the high contact hours of studio courses and the enrollment growth in the College. The policy also allows for additional pay for teaching overloads. The college established evaluation criteria to help ensure that studio faculty were recognized equitably for their efforts. During the Virtual Team Visit, it was reported that faculty service loads are fairly distributed. Faculty are further supported by the Gibbs Research Fellowship, the Program for Research Enhancement (PRE) (both open to all full-time faculty), and various other faculty award incentive programs. The team did not find specific evidence to demonstrate how the policy revision and faculty incentive programs have benefited student achievement when considering the enrollment increases seen in the Division.

5.4.2 The APR identifies affiliate faculty member Morgan Jones, AIA, as the Architect Licensing Advisor (ALA). Jones advises students throughout the year and is supported by affiliate faculty member Lisa Chronister, FAIA, and Associate Professor Daniel Butko, AIA, who coordinate the fall professional practice workshop series introducing licensure and APX processes. The workshops and professional mentors prepare B.Arch. students for the cooperative education program and M.Arch. students for job opportunities.

5.4.3 The APR describes various opportunities for structured, continuing faculty development. These opportunities are available primarily through the Center for Faculty Excellence, which offers workshops on teaching research, leadership, and community engagement. All faculty, including non-tenure track, have access to internal research fellowships and can participate in the Faculty Publications and Awards Incentive.

5.4.4 Student support services both at the undergraduate and graduate levels are described in the APR. These include academic advisors, counseling, and mental health support services. At the Graduate

level, these services also extend to workshops in professional development, job placement, and community engagement. Additional services include academic life coaching, career services, the Gender Equality Center, and International Student Services.

5.5 Social Equity, Diversity, and Inclusion (*Guidelines*, p. 20)

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

B.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

In the APR and additional materials provided to the team during the Virtual Site Visit, the program demonstrated its commitment to diversity and inclusion among current and prospective, faculty, staff, and students.

5.5.1 The program's commitment to equity, diversity, and inclusion was confirmed in meetings with faculty, staff, and administrators during the Virtual Site Visit. Since 2017, the College has supported a DEI Liaison, who has led the college's efforts in this area. The dean's office has also supported faculty workshops in support of their DEI mission (two per year since 2017). In 2022, the college launched the Gibbs Design Activism Award program to recognize student-led projects that tackle questions of social justice, community activism, and current politics.

5.5.2 Diversity of the Division's faculty has increased notably since the last accreditation visit – women make up 49% of the faculty (vs. 39% in 2014), underrepresented individuals make up 31% of the faculty (vs. 22% in 2014). Efforts to diversify the staff have been less consistent, though the percentage of staff from underrepresented groups appears to exceed the diversity of staff across campus.

5.5.3 The diversity of the Gibbs College of Architecture is also greater than that of the state of Oklahoma. Enrollments in both the B.Arch. and M.Arch. programs exceed the diversity of students across campus. The Division has instituted a number of initiatives to support students with an emphasis on retention, including student-to-student mentoring. In the B.Arch. program in fall 2022, 49% of the students are female (vs. 41% in fall 2014) and underrepresented individuals are 41% of the student population (vs.

34% in fall 2014). In the M.Arch. program in fall 2022, 56% if the students are female (vs. 45% in fall 2014) and underrepresented individuals are 33% (vs. 36% in fall 2014). During this time period, the percentage of non-U.S. citizens increased by 14%.

5.5.4 The APR provides links to the university's Institutional Equity Office, where policies can be found regarding Title IX, EO Statements, Sexual Misconduct, and Affirmative Action. The APR also contains a link to the college's website on inclusion, which includes a statement by the dean and institutional resources available to the campus community. In 2020, the College developed the "Taking Action to Create an Anti-Racist, Diverse, and Equitable Community Plan," which identified ten actions to be taken by the College. Although no longer publicly available on the website, program and faculty leadership confirmed during the Virtual Site Visit that the College remains committed to advancing these actions.

5.5.5. The APR outlines the wide range of institutional resources available to students, including counseling and nutrition services, tutoring, and veteran support. Students wishing to receive accommodations in the classroom contact the Accessibility and Disability Resource Center.

5.6 Physical Resources (*Guidelines*, p. 21)

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.
5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
5.6.4 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, off-site, or hybrid formats have on digital and physical resources.

B.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

In the APR, and confirmed in meetings during the Virtual Site Visit and through videos provided in the Virtual Team Room, the program demonstrated how the program's physical resources support the program's pedagogical approach and student and faculty achievement.

5.6.1 Studio space accounts for approximately one-third of the 108,000 sf available in Gould Hall. These spaces are among its four floors. The studios, dubbed "maker spaces," offer opportunity for collaboration, growth, and discovery. All B.Arch. and M.Arch. students are assigned a studio desk in Gould Hall. Graduate teaching assistants may also be assigned a workspace in a shared office. Studios appear to be spacious, modern, and technologically equipped, though the program has found itself needing more space to keep up with enrollment growth. A recent $60,000 renovation project added studio space and the Division plans to further enhance studio resources by assigning each studio desk a dedicated computer monitor. Students have 24/7 secure card access to Gould Hall and enjoy taking advantage of the studio environment and its resources.

5.6.2 A number of classrooms and lecture halls are offered in a variety of configurations to accommodate various teaching and learning styles. These include a 70-seat tiered lecture hall often used for design studio lectures, a 36-seat classroom in a traditional lecture arrangement, and a 45-seat classroom containing three projection screens, two smart boards, and a number of shared 4-6 person tables to encourage active learning and discussions. Most of these spaces in Gould Hall are centrally scheduled, rather than by the College. A small design studio breakout space on the third floor can seat up to 25 and has a projector. Three conference rooms are available for faculty to reserve for meetings or class discussions. Flexible spaces such as the 3,500 sf Jayne and Joe Buskuhl Gallery are used for design studio pin-ups, reviews, large meetings, and lectures. Other spaces located in Gould Hall include a Mini-Making Lab, a Computer Lab containing 43 workstations with printers and plotters (an additional 27 workstations are distributed throughout the building), and the Kenneth Robson BIM + Viz Lab that is part of the Center for Constructive Learning.

Spaces located outside of Gould Hall include the 7,000 sf Creating_Making Lab (C_ML), Tom Love Innovation Hub, and Helmerich Collaborative Learning Center. Along with the complete architecture collections, a number of resources are housed in the nearby campus library such as the Innovation @ the Edge makerspace. The Learning Lab provides collaborative and individual study spaces, access to student success support services, and is also used for small design reviews. M.Arch. students also have access to the Zarrow Family Faculty and Graduate Student Center in the main library.

5.6.3 The 2022 Strategic Plan outlines the program's space limitations. As indicated in the APR, and confirmed in meetings during the Virtual Site Visit, new full-time lecturers are no longer provided with private office space and are required to share one large basement office with no access to natural light or ventilation. Additionally, there is no capacity to grow faculty research space. The College is aware of these limitations and has a plan to address the situation. It is in the process of revising a 2021 bid proposal for constructing additional office spaces. Faculty have access to use all the facilities for their program roles and responsibilities including the Zarrow Family Faculty and Graduate Student Center.

5.6.4 In addition to the spaces described above, teaching and living facilities for the study abroad program in Rome is done with assistance from the Academic Initiatives Abroad. These facilities are open to both undergraduate and graduate students and provide studio and classroom space at the Rome Center in Palazzo Cenci-Bolognetti.

Since the COVID-19 pandemic in 2020, the program has transitioned back to in-person classes with the exception of a few online courses that do not impact any program physical resources.

5.7 Financial Resources (*Guidelines*, p. 21)
The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

B.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
In the APR, and confirmed in meetings during the Virtual Site Visit, the program demonstrated that is has the appropriate institutional support and financial resources to support student learning in the two accredited degree programs.

As student enrollment grows in the Division of Architecture, there is a need to increase the number of permanent faculty. In meetings, the team confirmed the University's transition to a Responsibility Center Management (RCM) budgeting model that is a data-driven approach to resource allocation. The provost described how the RCM model will benefit units with increased student enrollment.

The Division of Architecture is not an autonomous financial unit and relies on financial resources distributed down from the College of Architecture. Administrators acknowledge that, in the past, financial allocations had not been distributed proportionally to the college's divisions. Although financial autonomy is likely not on the horizon, college and university-level administrators confirmed their support to address these prior allocation practices.

The OU Foundation is currently campaigning to raise $2 billion as part of a comprehensive multi-year plan. The College of Architecture aims to grow college endowments by $26 million by 2026. This demonstrates that the institution as a whole recognizes and supports the exponential enrollment of the programs.

5.8 Information Resources (*Guidelines*, p. 22)

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture 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 discipline-relevant information services that support teaching and research.

B.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Demonstrated**	☐ **Not Demonstrated**	☐ **In Progress** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

The recent closing of Gould Hall's Architecture Branch Library in late 2022 resulted in all architecture collections being relocated from within the architecture building to the main campus library, Bizell Memorial Library, which is located several minutes on foot from Gould Hall. This transition has traded convenience of location for greater access to books due to the main library offering more evening and weekend hours open than were previously offered with the Gould Hall library location. Bizzell Memorial Library is a campus landmark and is open from 7:30 am until midnight Sundays through Thursdays and until 9:00 pm on Fridays and Saturdays. The size of the collection has remained the same throughout this move, though students have experienced growing pains with the collection's organization since the move. The program attributes some of the decline in use of the previous library space over recent years to the popularity of certain spaces in Bizzell Memorial Library that have been renovated in the past decade. In addition, use of online resources has greatly reduced in person visits.

B.Arch. students, M.Arch. students, faculty, and staff have access to all resources of the University's main campus library system. Materials not owned by the OU Library system are available through Interlibrary Loan. The program states that article requests are typically filled within 48 hours, though students have experienced significantly longer wait times. Access to materials is expected to improve as the collection is further integrated into the main library.

Available digital resources for B.Arch. students, M.Arch. students, and faculty include content from the Avery Index of Architecture Periodicals, Web of Science, Dissertation Abstracts, PolicyMap, JSTOR, Artstor, the LinkedIn Learning database, and streaming videos from the Kanopy and Academic Video

Online (AVON) databases. Access to 3D printing, scanning, and VR technologies are offered in the Bizzell Memorial Library.

A full-time librarian develops the architecture collection in response to evolving College needs, provides semesterly reference and research assistance to students, and conducts a number of course-specific research instruction sessions. This librarian, who is a tenured associate professor at the University, splits their time between the College of Architecture and the College of Fine Arts.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees (*Guidelines*, p. 23)

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

A Statement on NAAB-Accredited Degrees containing the exact language found in the NAAB *Conditions for Accreditation,* 2020 Edition, Appendix 2, is publicly available on the Accreditation Information page of the program's website.

6.2 Access to NAAB Conditions and Procedures (*Guidelines*, p. 23)

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) *Conditions for Accreditation, 2020 Edition*
b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) *Procedures for Accreditation, 2020 Edition*
d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:

As provided in the APR, and confirmed on the program's website, all required documents are publicly available. The documents are:

- *Conditions for Accreditation* (2014 and 2020)
- *Procedures for Accreditation* (2015 and 2020)

6.3 Access to Career Development Information (*Guidelines*, p. 23)
The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
The APR describes, and the team confirmed during meetings with faculty and practitioners, that the program ensures students and graduates have access to career development information. Associate Professor Daniel Butko, AIA, and affiliate faculty member Lisa Chronister, FAIA, lead the Division's efforts regarding career development and AXP. Each fall there is a series of workshops on topics including AXP, résumés, portfolios, and interviewing. The Division hosts a career fair twice a year.

A Canvas page for career development is available and updated for students preparing for the B.Arch. cooperative education experience in their fourth year. M.Arch students are also able to access this page after attending the fall workshop. Students confirmed the use of this resource and their ability to find work experiences locally. The team heard from practitioners that recent full-time hires from the University have a history with the firm that began with their fourth year work experience. The professional practice coursework (ARCH 4923/5923: Methods IX: Entrepreneurial Architect and Leadership and ARCH 4053/5053: Methods X – Tools of Practice), The UO Career Center, student advisors, and professional practice coursework ensures students understand the range of career opportunities possible with an architecture degree.

6.4 Public Access to Accreditation Reports and Related Documents (*Guidelines*, p. 23)
To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
As provided in the APR, and confirmed on the program's website, all required documents are publicly available. The program provides the following:

- Two-year Interim Progress Report (2017) and related NAAB decision letter (2018)
- Five-year Interim Progress Report (2020) and related NAAB decision letter (2021)
- Architecture Program Report (2015)
- Visiting Team Report (2015) and related NAAB decision letter (2015)
- ARE pass rates for graduates of the University's accredited programs
- Studio Culture Policy
- Statement on Equity, Diversity & Belonging @ Gibbs College

The team notes that Plans to Correct and optional responses to the VTR were not in effect at the time of the last accreditation visit.

6.5 Admissions and Advising (*Guidelines*, p. 24)
The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships
e) Explanation of how student diversity goals affect admission procedures

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
As provided in the APR, and confirmed on the program's website, all required documents are publicly available. The program website directs transfer students with previous architecture coursework to contact the Architecture Student Advisor, Erin Nance, for more information about the portfolio review process. The website also contains a link to the transfer student portfolio requirements as well as degree requirements for transfer into the B.Arch. program.

The website describes the required application materials for the M.Arch. program as well as the application review process. Additional forms are not required to evaluate prior coursework or degree content. The website describes the process for review of prior coursework to obtain advanced standing. The program provided the team with a form used internally during their review process.

Although the program does not explicitly make available a description of diversity goals affect admissions procedures, during the Virtual Site Visit the team was informed that the college's DEI action plan had to be removed from the website. During meetings with program administrators, it was confirmed that the

program explained how diversity goals are used in the admissions process, including a holistic review process to ensure thorough consideration of all applicants.

6.6 Student Financial Information (*Guidelines*, p. 24)

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 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.

B.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*
M.Arch. Team Findings:	☒ **Met**	☐ **Not Met**	☐ **Not Yet Met** *(for programs seeking initial or continuing candidacy)*

2023 Team Analysis:
As provided in the APR, and confirmed on the program's website, all required documents are publicly available.

6.6.1 The program's website provides a link to the University of Oklahoma's Office of Financial Aid under the Tuition and Cost section of the Prospective Students tab.

6.6.2 An Information for New Architecture Students resource containing a list of recommended supplies, tools, and references along with a semesterly cost estimate can be found on the Division of Architecture website. Tuition & Fees for Undergraduate and Graduate Students (2022-2023), including College Technology and Program Fees, can be found on the University's website. Additional information available on the website include a 2022-2023 Tuition Estimator, Fee Descriptions, and University Cost Calculator.

V. Appendices

Appendix 1. Conditions Met with Distinction

PC.7 Teaching and Learning Culture

The program exhibited a visible excellency in its understanding, as well as its application, of Learning and Teaching Culture. Evident to the team throughout the visit was the existence of a deep-rooted positive culture that encouraged leadership, responsibility, and the transfer of knowledge. This culture was shared amongst faculty, staff, and students across years and degree programs.

SC.4 Technical Knowledge

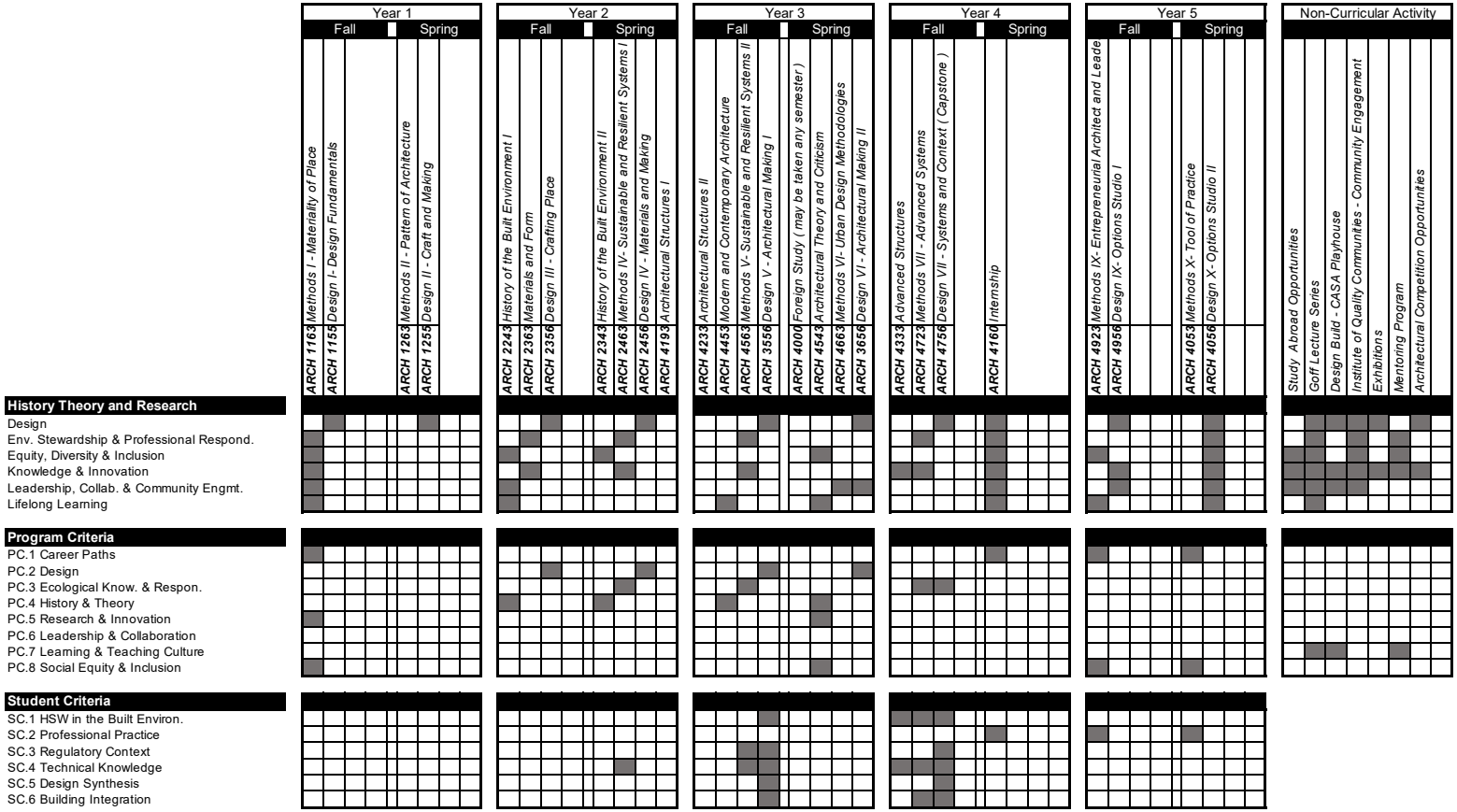
The B.Arch. and M.Arch. programs' commitment to this particular student criterion is exemplary. In particular, this sentiment is echoed by local practitioners with whom the B.Arch. students worked during their fourth-year Cooperative Education program. Studio and coursework demonstrate the students' understanding of the role of technical expertise in the built environment and is evidenced by the impressive student work and assignments in ARCH 4723/5723: Methods VII – Advanced Systems, ARCH 4756: Design VII – Systems and Context, ARCH 5536: Graduate Architectural Design III, and ARCH 5546: Graduate Architectural Design IV.

SC.6 Building Integration

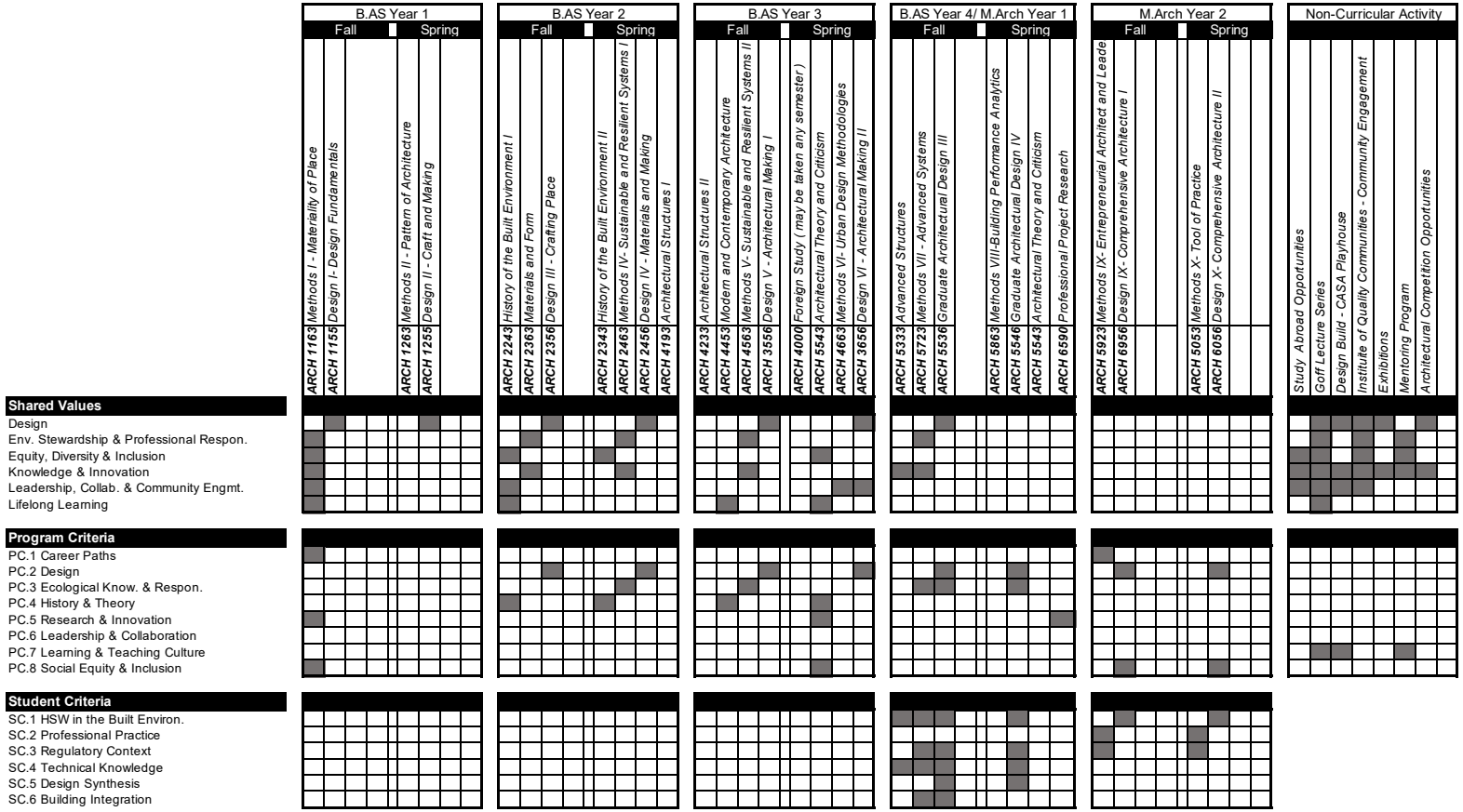
The B.Arch. and M.Arch. programs' commitment to this particular student criterion is exemplary. In particular, the legacy of the American School and its strong commitment to material resourcefulness, experimentation, and sustainability and how those characteristics translate into students' understanding of this criterion is quite evident in the student work. Like SC.4, the impressive studio and coursework for SC.6 in ARCH 4723/5723, ARCH 4756, ARCH 5536, and ARCH 5546 have clearly indicated the students' understanding of how the integration of structural systems, building systems, performance-based design, environmental systems, and technologies.

Appendix 2. Team SPC Matrix

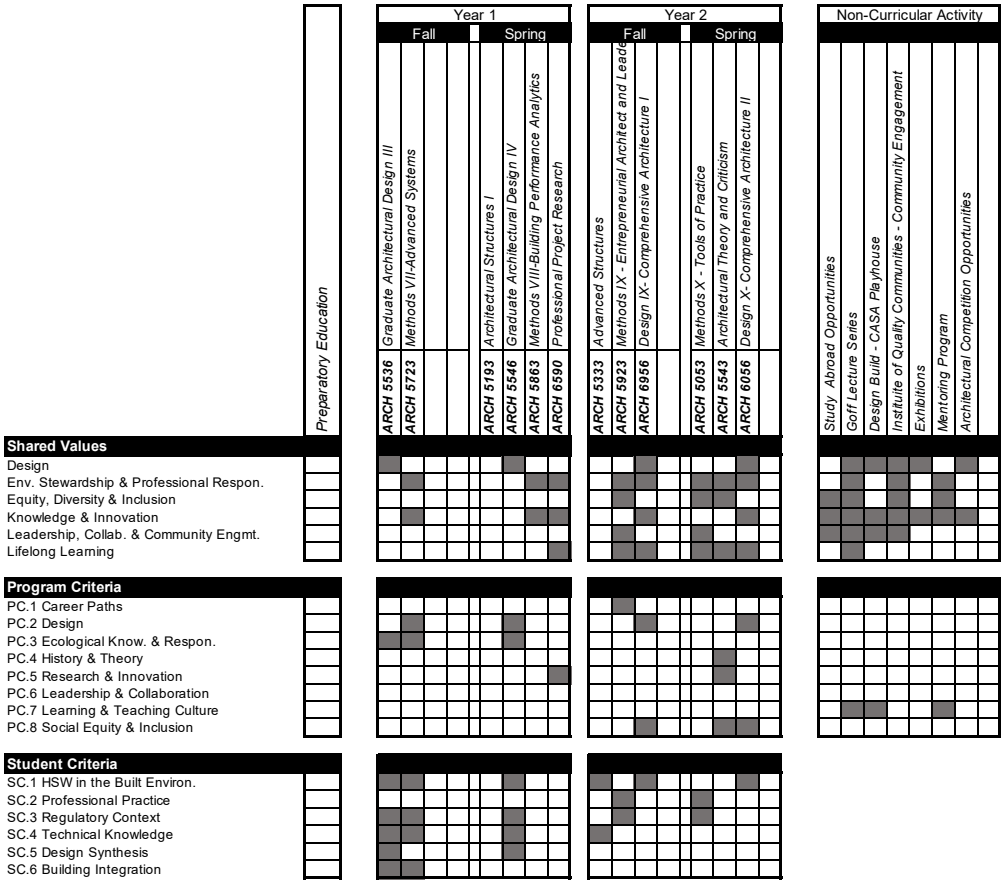
BARCH PROGRAM AND STUDENT CRITERIA MATRIX



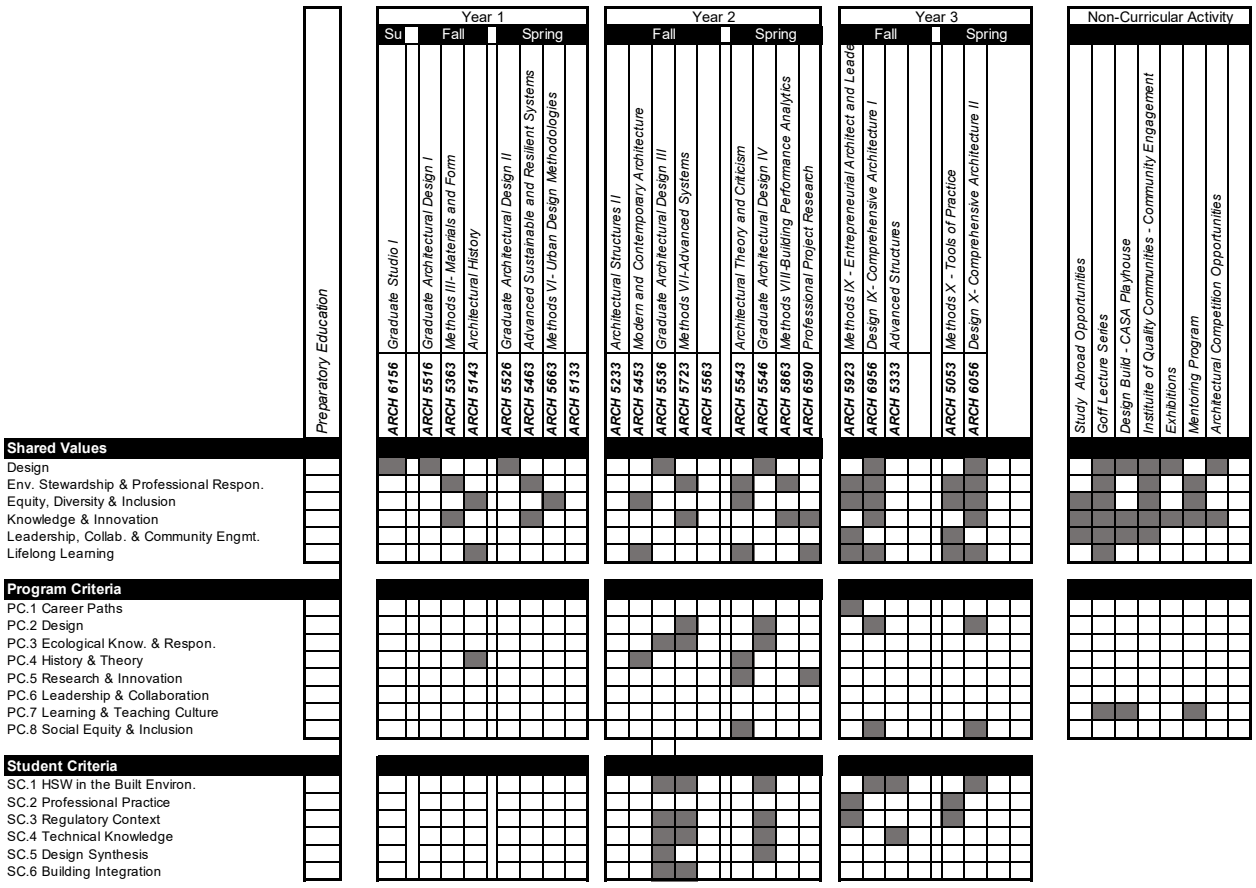
B.AS/M.ARCH PROGRAM AND STUDENT CRITERIA MATRIX



M.Arch 2 Year PROGRAM AND STUDENT CRITERIA MATRIX



M.Arch 3 Year PROGRAM AND STUDENT CRITERIA MATRIX



Appendix 3. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,

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Team Member

Margo Jones, FAIA, NCARB
Team Member

Michael Chiappa, Assoc. AIA
Team Member

Karen Cordes Spence, Ph.D.
Non-Voting Team Member