The UNIVERSITY of OKLAHOMA®
Christopher C. Gibbs College of Architecture

July 26, 2023

To the NAAB Board, Staff, and Visiting Team,

We wish to express our appreciation and thanks to the NAAB Visiting Team and the NAAB staff for their professionalism, dedication, and expertise leading up to and during our visit. The feedback received through the Visiting Team Report (VTR) is insightful and helpful. The Visiting Team observed key strengths of our program, which could be difficult to understand through virtual means, such as our supportive faculty culture and connection to the profession. The VTR also helped us understand where more information or evidence may be needed to demonstrate compliance with the 2020 NAAB Conditions.

In what follows, we wish to offer more context and some additional evidence related to the two areas identified by the team as not met: PC.6: Leadership and Collaboration and 5.3 Curricular Development. We appreciate your consideration here.

Sincerely,

Stephanie Pilat, Ph.D., FAAR '07, Associate AIA
Professor and Director of the Division of Architecture
Edith Kinney Gaylord Presidential Professor
Christopher C. Gibbs College of Architecture
University of Oklahom

PC.6: Leadership and Collaboration as defined by the 2020 NAAB Conditions:

"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."

The VTR summarized three key concerns about this criterion on pages 15-16:

1. **Evidence that students learn and apply approaches to leadership and collaboration.**

As the VTR noted, "*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 collaboration skills to solve complex problems. Additionally, the team did not find an assessment practice for these skills, approaches, or experiences."* (VTR, 15).

For our B.Arch program, we here provide additional materials from ARCH 1163, Methods I that demonstrate how we are meeting this criteria. Specifically, we share nine weekly worksheets used to guide collaboration in this class. These worksheets challenge students to discuss individual and shared values, identify roles such as note-taker and timekeeper, undertake basic data collection, craft shared insights and more. The worksheets require students to draw on a carefully curated set of resources on leadership, collaboration, and design thinking such as IDEO's DesignKit.

As outlined in the syllabus, Methods I includes an emphasis on leadership, collaboration, diverse stakeholder constituents, and dynamic physical and social contexts. This interdisciplinary course, required for all students in architecture and environmental design, provides the foundational understanding of PC.6 for all students in the B.Arch program. In Methods I, the final project, developed through the collaborations and worksheets, is a group project that engages the physical context of Norman and challenges students to understand stakeholder perspectives. Entitled, "Human-Centered Design Project" the project challenge is defined as:

> *"Campus stakeholders are seeking student perspectives on ideas to enhance safety, comfort, beauty, and visitor experience of Campus. Campus is an amenity for the university and Norman community and an experience for visitors. The design focus of this project is an existing problem on Campus. Each team is to select their own design focus, based on observation of the site and listening to community feedback." (project description, 1).*

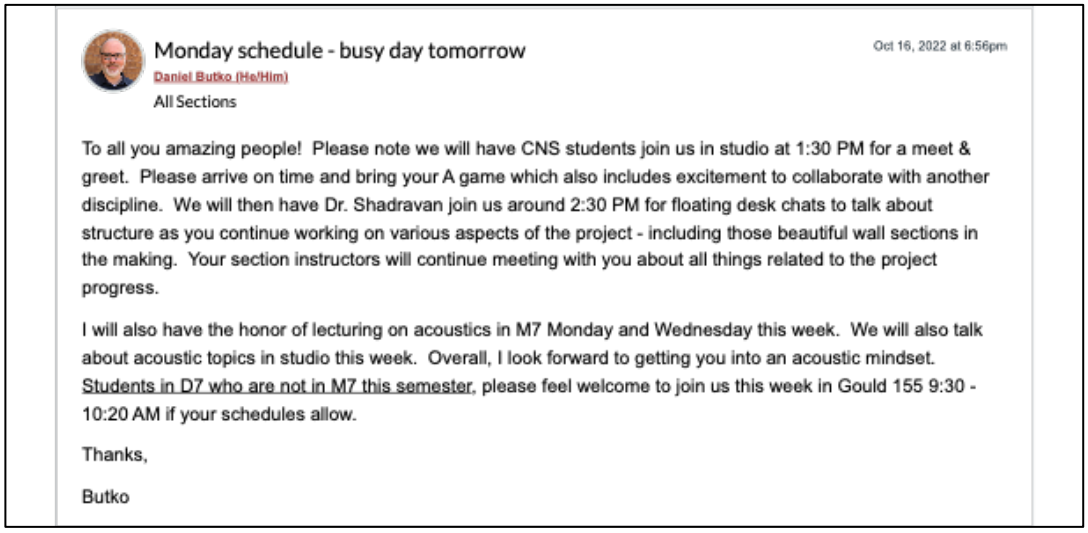
The project is developed in teams, over approximately 10 weeks. Students are challenged to interview potential users and stakeholders and to understand the roles and responsibilities of group members. Because much of the group work is done in class with worksheets as guides, these materials were not originally included in the NAAB team room. We have included them here as they clearly show how each student develops an understanding of "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." As the worksheets illustrate, the development of collaboration skills is highly scaffolded through these in-class assignments. Moreover, the engagement with stakeholders and contexts is carefully organized to guide students towards successful outcomes.

In the appendix, we also included the team assessments completed in Design V as part of a collaborative site analysis assignment. This course builds on the collaboration, leadership and stakeholder engagement skills developed in Methods I.

For our M.Arch program, we have provided in the appendix additional materials demonstrating how leadership and collaboration are taught in our two professional practice courses, Methods IX and Methods X. We understand, however, why the team may have struggled to find evidence here. Much of the instruction on leadership and collaboration takes place in class orally. Thus we take the VTR's feedback as instructive and understand we may need to revisit how our course materials and assignments make this learning outcome more evident and provide a better paper trail of this learning.

2. **Multidisciplinary Teamwork.**

As the VTR notes, "*The team did not find courses that included multidisciplinary teamwork*" (VTR, 16) Here we would like to provide additional evidence of a multidisciplinary collaboration required for all students in both the B.Arch and M.Arch program. This collaboration with Construction Science (CNS) students is integrated into ARCH 4756 Design VII and ARCH 5536 Graduate Design III. Each student in these studios is paired with a construction science student and together they are challenged to create a cost estimate for the studio project. The final project deliverables and grading rubric for this studio course require students to incorporate information from the cost estimate into the development and presentation of the final design. Pictured below are canvas announcements from the CNS and Architecture course sites.



Monday schedule - busy day tomorrow

Oct 16, 2022 at 6:56pm

Daniel Butko (He/Him)

All Sections

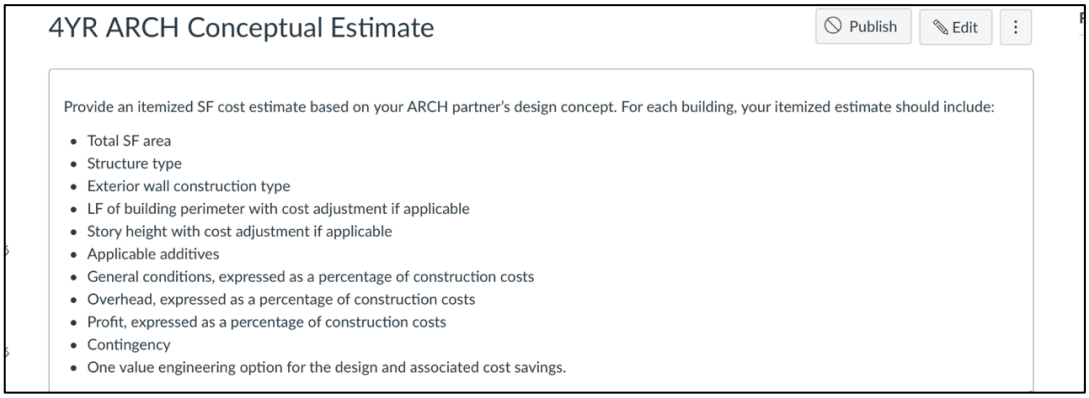
To all you amazing people! Please note we will have CNS students join us in studio at 1:30 PM for a meet & greet. Please arrive on time and bring your A game which also includes excitement to collaborate with another discipline. We will then have Dr. Shadravan join us around 2:30 PM for floating desk chats to talk about structure as you continue working on various aspects of the project - including those beautiful wall sections in the making. Your section instructors will continue meeting with you about all things related to the project progress.

I will also have the honor of lecturing on acoustics in M7 Monday and Wednesday this week. We will also talk about acoustic topics in studio this week. Overall, I look forward to getting you into an acoustic mindset. Students in D7 who are not in M7 this semester, please feel welcome to join us this week in Gould 155 9:30 - 10:20 AM if your schedules allow.

Thanks,

Butko

Above: Architecture course canvas site announcement.



4YR ARCH Conceptual Estimate

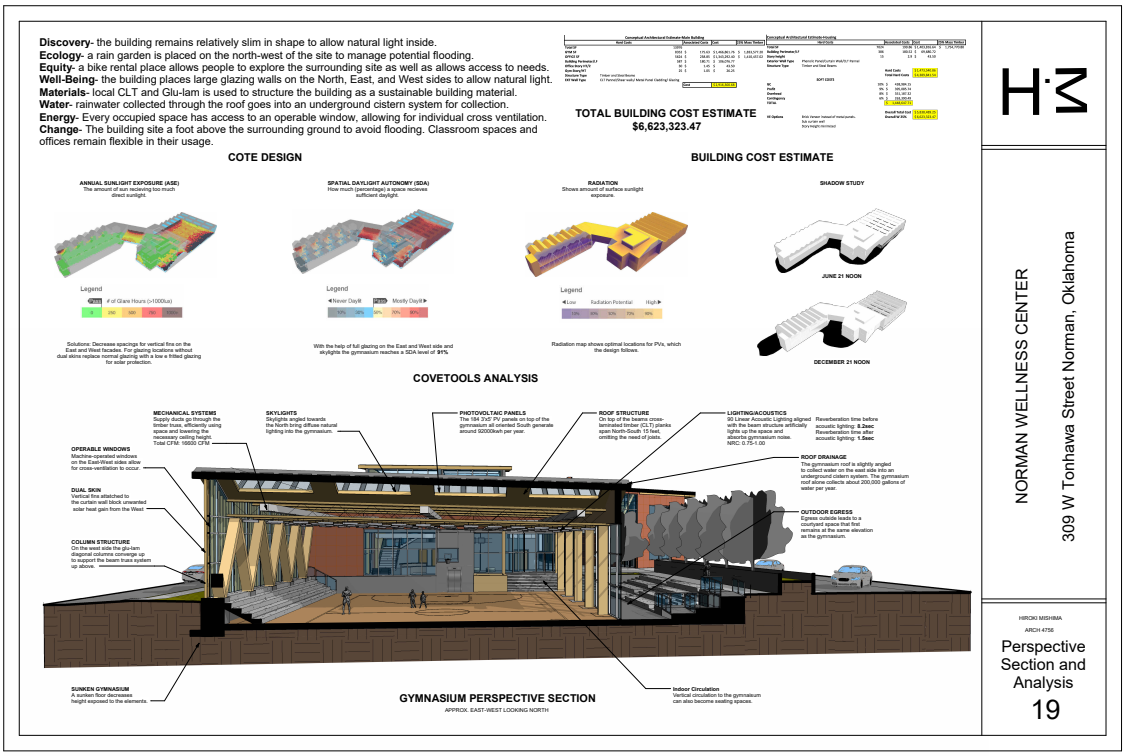
Publish Edit

Provide an itemized SF cost estimate based on your ARCH partner's design concept. For each building, your itemized estimate should include:

- Total SF area
- Structure type
- Exterior wall construction type
- LF of building perimeter with cost adjustment if applicable
- Story height with cost adjustment if applicable
- Applicable additives
- General conditions, expressed as a percentage of construction costs
- Overhead, expressed as a percentage of construction costs
- Profit, expressed as a percentage of construction costs
- Contingency
- One value engineering option for the design and associated cost savings.

Above: CNS canvas site announcement.

Above: Architecture and CNS students working collaboratively on cost estimates. These estimates inform design iterations and the final studio project.



Above: an example of a final project in this studio, which clearly includes cost estimate data in the upper right-hand corner. Another example is included in the appendix.

In addition to this required multidisciplinary collaboration and many other informal and elective collaborations, we have a longstanding sequence of undergraduate collaborations with Interior Design (ID) and CNS in our college called C1, C3, and C5. These multidisciplinary collaborations were not shared in the NAAB Team Room due to a pause during the pandemic. They were only restarted in the spring of 2023, just weeks before our visit. As the GCA collaboration guide below outlines, C1 typically engages first year students in architecture, ID and CNS in a field trip which is usually a site visit. The first post-pandemic C1 is scheduled for fall of 2023. C3 engages third year undergraduates from ID, CNS, and architecture in a bus trip to Dallas. The first post-pandemic C3 was organized in the spring of 2023. Students visited firms and were organized into multidisciplinary teams in which they complete a scavenger hunt in the city. In the appendix document entitled “Dallas Field Trip Info and Scavenger Hunt" the teams, schedule of the day and scavenger hunt assignment are detailed.

C5 challenges fifth year architecture students and fourth year ID and CNS students to engage in a day long collaborative challenge competition related to a professional practice issue. The C5 event occurred in 2023 on March 31st, just weeks before our NAAB visit. Thus, there was not time to include materials in the NAAB team room. The event organized students into multidisciplinary teams and assigned them roles. Students were given ground rules and coached on how to work together. At the end of the day each team had to present their proposal to an interdisciplinary panel of judges drawn from the professions.

The UNIVERSITY of OKLAHOMA®
Christopher C. Gibbs College of Architecture

Undergraduate Interdisciplinary Collaboration Plan

This plan represents the collective efforts of the Divisions of Architecture, Construction Science, and Interior Design to have purposeful interdisciplinary collaboration and interaction among the undergraduate students in the Gibbs College of Architecture.

While some academic interventions are used in these activities, the primary goal is to build social relationships between students in the different disciplines, to foster an environment of respect for the professional roles and responsibilities of individuals in each profession.

Three specific points of interaction have been planned and designed to achieve this goal:

1. Freshman/1st Year (Fall semester)
    a. Using a project (under construction or completed) on or adjacent to campus (walking distance), undergraduate students will tour the building/project and hear separately from the designers, contractors, and owners about it. As interdisciplinary teams the students will then complete an active learning activity to provide depth and context to what they have seen and heard. The activity will wrap up with a dinner provided by the College or a sponsor.

2. Junior/3rd Year (Spring semester)
    a. Using a project currently under construction in the Dallas Fort Worth (DFW) Metro Area, undergraduate students will take charter busses to DFW on a Friday morning. The students will be split into large groups made up of students from each discipline, in these groups they will rotate between:
        i. Contractor's perspective - A tour of the construction site and a presentation by the contractor of their role.
        ii. Designer's perspective – A tour of the design firm's office and presentation by the designers engaged on the project.
        iii. Owner's perspective – A presentation from the project owner regarding their goals for the project and how the design and construction team were selected.
        iv. Social experience – An active learning activity to stimulate independent interaction between the students in different disciplines. Lunch will be provided for the students either by the college or the firms sponsoring tours.

3. Senior/5th Year (Spring semester)
    a. Negotiation Competition, using a prepared case focusing on a project dispute, students will arrive and be assigned to an interdisciplinary team where they will review and discuss the case, as an interdisciplinary team they will identify the issues of the case and the most appropriate solution to the dispute. Students will then have an assigned presentation time wherein they present their solution and reasoning behind it to a panel of industry judges for feedback and scoring. The judging panel will be made up of PAB membership and the activity will wrap with an awards ceremony in the late afternoon. A light breakfast will be provided for the students, lunch for the judges, and a sponsored happy hour or reception will occur hosted afterwards.

Architecture, Construction Science, Environmental Design, Interior Design, Landscape Architecture, Regional & City Planning, Urban Design
830 Van Vleet Oval, Gould Hall, Room 180, Norman, Oklahoma 73019-4115 Phone: (405) 325-2444 Fax: (405) 325-7558

Above: Multidisciplinary Collaboration Program in the Gibbs College of Architecture.

3. **Professional Practice course materials do not include evidence of approaches to leadership or collaboration.**

From the VTR, "I*n 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'* (VTR, 16).

We understand the VTR feedback on this point given that much of the leadership and collaboration instruction complementing the readings and lectures happens orally. Nevertheless, we would like to highlight some key elements of our two Professional Practice courses, which are required for all B.Arch and M.Arch students. In the appendix, we have included:

- An in-class activity that draws on Stanford's Design Thinking Process to guide students through listening and empathizing, defining, ideating, prototyping and testing. This in-class activity challenges students to help develop a new brand and identity for a client.
- Selected slides from a lecture on effective communication highlight some of the ways in which leadership and collaboration skills are taught in Methods X.
- An assignment, BOOKS Presentation Assignment, challenges students to work in teams to develop their communication and collaboration skills.

5.3 Curricular Development as defined by the 2020 NAAB Conditions:

The second item identified as not met for both the B.Arch and the M.Arch by the Visiting Team was 5.3 Curricular Development. This condition is defined by three succinct sentences in the 2020 Conditions:

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

> ***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.*

The 2023 OU VTR noted that "*The APR and materials in the Virtual Team Room were plentiful and document the Division's recent strategic planning for the curriculum*" (VTR, 30). More

specifically the VTR noted "*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*" (VTR, 31).

Overall, the VTR acknowledges that we do indeed have a process for assessing and adjusting our curriculum. It seems the issue here lies in part with differing interpretations of NAAB 5.3. The VTR outlined the team's concerns, which might be summarized as related to five issues:

1. **The meeting between the VTR, the Associate Directors and the Curriculum Committee did not provide enough detail on how assessments inform curriculum developments with regards to NAAB criteria.**

As the VTR notes "*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*" (VTR, 30).

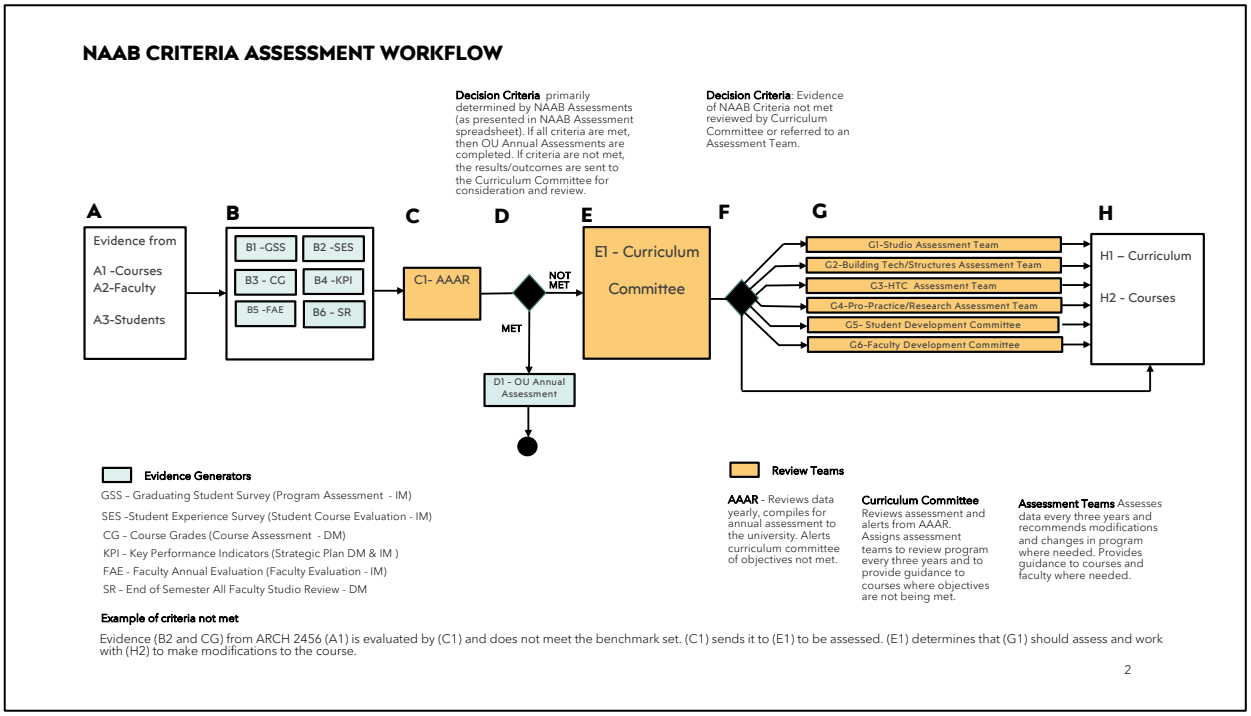
To understand this feedback, it is important to provide some context on this meeting in terms of timing and attendees. Because the Visiting Team had just a few days to review two accredited degrees, the original schedule did not include a meeting with either our three Associate Directors (Cricchio, Shadravan, and Liebermann) or the Curriculum Committee. When we learned that Associate Directors could not be in the faculty meetings, we added a meeting for Associate Directors. One week before the visit, on Tuesday April 18th, the team chair requested the Curriculum Committee members be added to this meeting. This shift thus changed the meeting attendees from three Associate Directors plus the six visiting team members to a much larger group—eight OU faculty plus the visiting team. The meeting was scheduled for just 45 minutes. OU faculty noted the visiting team joined the zoom call a few minutes after the defined start time, which shortened the 45-minute window for discussion. Once the meeting started, Dr. Shadravan, the Graduate Liaison, took some time to provide additional details on our process for graduate student admissions, a subject which had come up earlier in the day.

When the discussion turned to assessments and curricular development, Dr. Liebermann provided a detailed account of how the previous NAAB report's finding that accessibility was not met had informed her work with the Curriculum Committee and faculty to revise how and when we teach accessibility and inclusive design. Accessibility is no longer a stand-alone criterion; it is now incorporated into various NAAB criteria. In the meeting Dr. Liebermann shared details on how her work with the Curriculum Committee and faculty informed her development of recorded lectures on inclusive design and a curated list of resources for faculty including readings, videos and lectures related to inclusive design and accessibility. **Dr. Liebermann thus provided a clear example of the relationship between NAAB criteria and curricular development, which was supported by evidence in the team room and confirmed by the Curriculum Committee in the meeting.**

Other faculty including the Curriculum Committee chair, Dr. Andres Cavieres, then shared more detail on recent work of the curriculum committee related to issues of design (PC.2 and SC.5) and representation. Dr. Cavieres spoke about the Curriculum Committee's efforts to continually improve student learning outcomes relative to both NAAB criteria and our internally defined goals and learning objectives. Dr. Cavieres and other faculty sought to explain how the Curriculum Committee not only attends to NAAB criteria but also to our own goals and understanding of where student learning and outcomes could be improved. We take our responsibility to meet NAAB criteria seriously and have carefully scaffolded our entire curriculum and developed assessment tools to measure our results and make adjustments. These careful efforts allow our curriculum committee to spend some of its time on elevating student work to an always higher level not only to meeting NAAB criteria.

In the end, the large size of the group present and the many agenda items discussed may not have allowed time for enough focused time specifically on NAAB criteria influence on curriculum development. With more time, for example, Associate Director Tony Cricchio, an experienced NAAB reviewer who helped design our NAAB assessment process, could have explained our processes for the Visiting Team in great depth. In the end, however, the limited time did not allow for this more in-depth discussion.

To best understand the relationships among annual NAAB related assessments and curriculum development please see the diagram below. This clearly illustrates a logical and well-reasoned process through which assessments inform curriculum development.



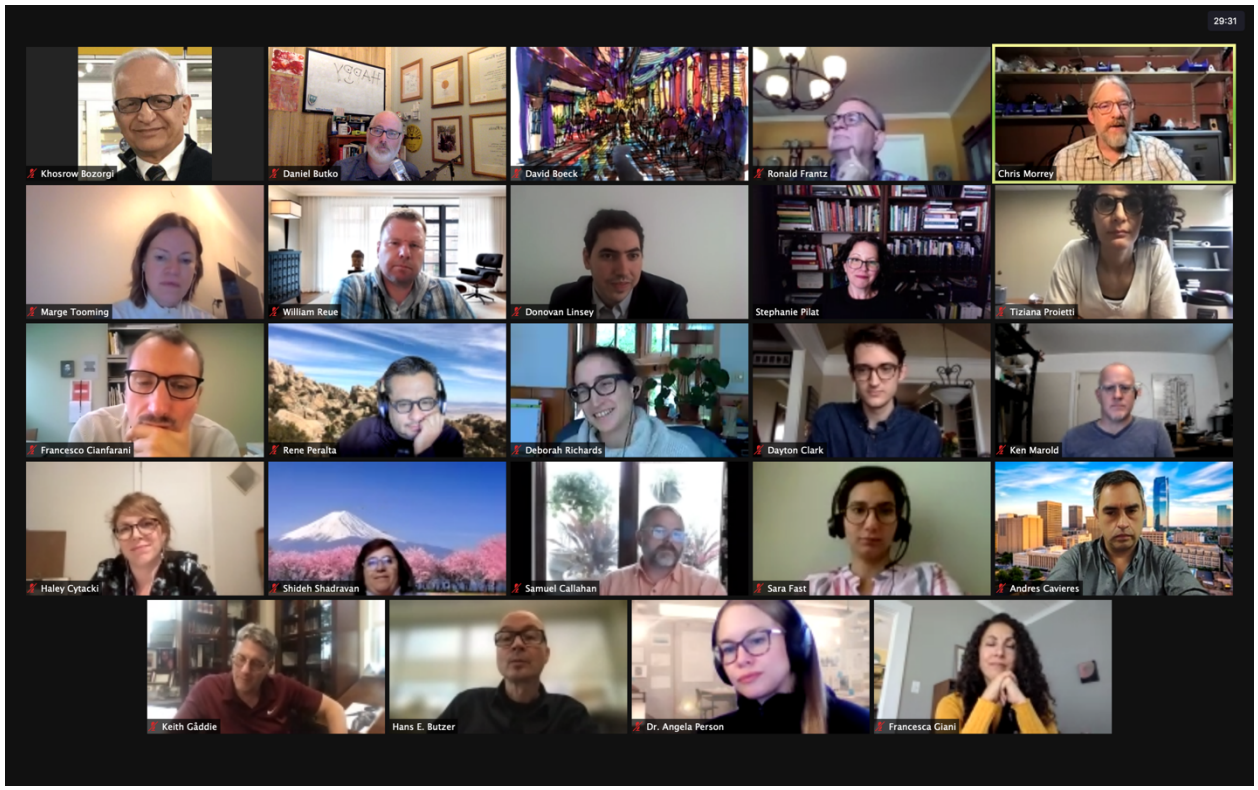
2. **Evidence of the Annual semester-end review was not present.**

As the VTR notes, "*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*" (VTR, 30).

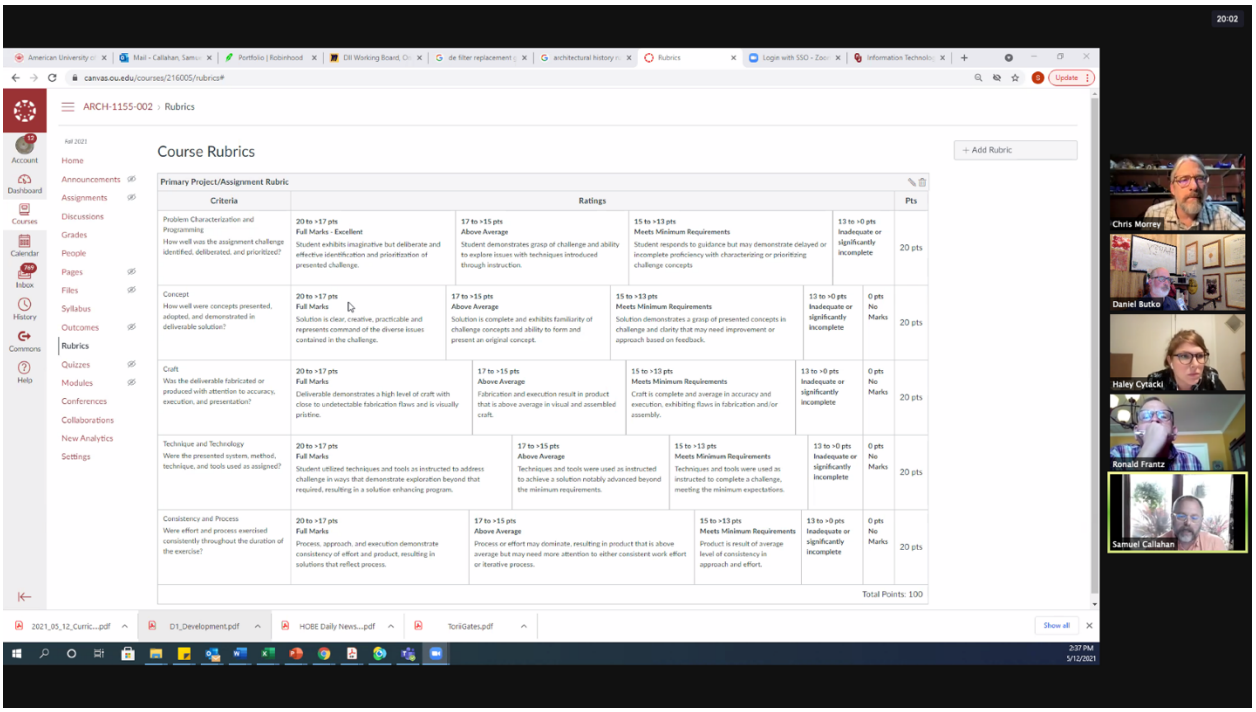
This omission in the team room was due to the fact that we believed we had provided an overwhelming amount of evidence of our assessment processes. Here we provide additional evidence of both the typical format for the end of semester review (in person in our gallery with high and low pass work), as well as a zoom meeting, and virtual asynchronous versions of this meeting during the pandemic era with a video link.

Above: The Gould Hall Gallery set up for an all-day end of semester review of curriculum by faculty.

Above: Faculty engaged in a discussion of the curriculum at the end of a semester.



Above: End of semester curriculum meeting via zoom.



Above: Faculty discuss a grading rubric during the end of semester curriculum meeting.

During the COVID-19 pandemic we experimented with virtual and asynchronous ways to collect and share curriculum work. In the Fall of 2021, for example, instructors created PowerPoint presentations with recorded explanations of coursework. These were shared with all faculty via a Canvas page and a blog assignment allowed for comments. This format proved helpful in that the curriculum committee was able to reference these documents all year. The example linked below is Dr. Francesco Cianfarani's presentation of work in Design III. To hear his explanations be sure to click on the sound recording for each slide.

- 6a Design III, Fall of 2021, presented by Dr. Francesco Cianfarani.

We also created a Qualtrics survey to collect faculty reflections on their coursework relative to NAAB criteria, course materials, and student work examples.

- 6b Link to Fall 2022 curriculum survey.

3. **Final course grades tied to assessments.**

The third and fourth bullet point in the VTR mention the use of final course grades as assessment tools though neither state explicitly that this is not permissible. For example, the VTR noted "*In the assessment of all program and student criteria, final course grades are the assessment measures*" (VTR 30). Our annual assessments of NAAB program and student criteria do indeed include course grades as one of the direct measures. It is important to note

that the NAAB Conditions do not prohibit the use of course grades as tools for assessment of NAAB criteria. In fact, because that the 2020 NAAB criteria are broader and fewer in number than previous NAAB criteria, in many cases, assessing student pass rates for courses is appropriate. In our assessments grades are often complemented by other measures such as student exit surveys, participation in events, and in certain cases NAAB specific grading rubrics.

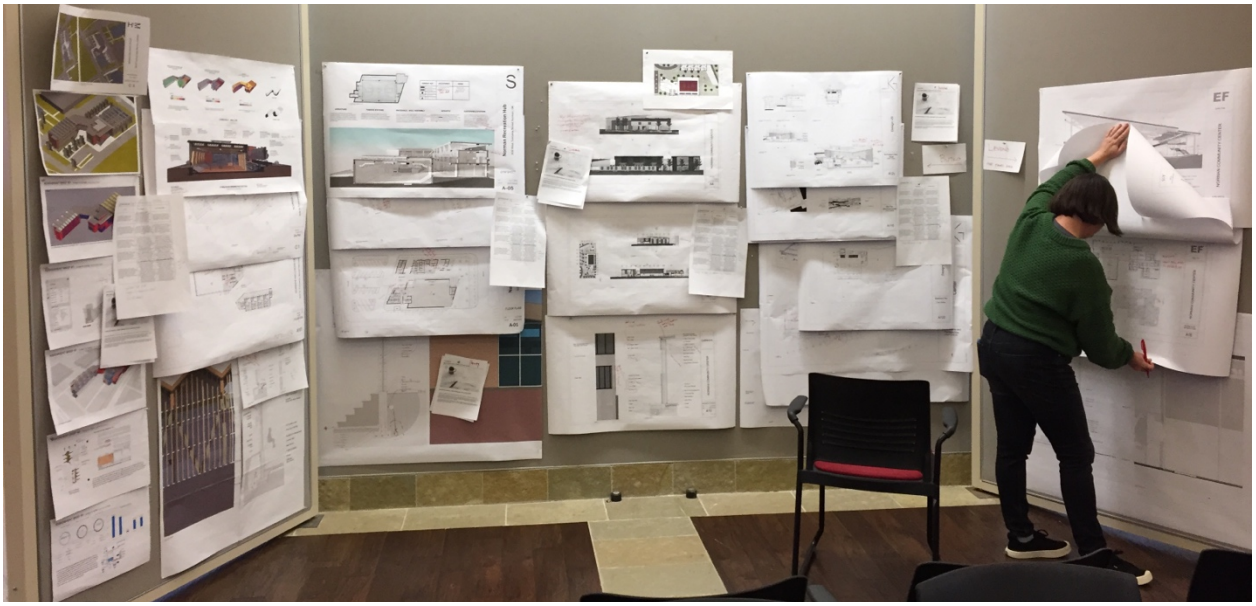
Take, for example, PC.4 History and Theory. The 2020 NAAB offers a broadly defined criterion: "*How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally*." Because each of our history courses (four required in the B.Arch and one to three the M.Arch) centers directly on this criterion, it is appropriate to assess our progress in meeting this criterion with final course grades in history and theory courses.

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.								
Course/Measure	Skill/Knowledge	Assessment Types	Key relevant assignments	Benchmark	Results	Changes	Date of work assessed	Date for Changes
History of the Built Environment I (ARCH 2243)	Global architectural history from prehistory to	Final grade	Quizzes and assignments	Goal: 90% of students earn a 70% or higher in the course.	90%	1. In the Fall 2023 semester, implement group-based analysis assignment where groups will be composed of students from diverse degree programs. Each will add degree-specific perspectives to the analysis topic. This will be a global exercise to encourage students to discover unfamiliar geographic and cultural developments. 2. In the Fall 2023 semester, engage with studio professors to participate in implementing HOBE I content into studio; for example, in D3 (ARCH2356), architectural precedents are studied and analyzed through the use of analytical drawings and models. 3. Students will be tasked with not only identifying a research topic in the geographic zone assigned but also asked to define how the topic may be relevant or influential to their studio work. The second research project is a visually based research assignment. In this assignment it is proposed the student reverse this operation and determine how their chosen topic reflects or represents solutions already resolved in their studio project.	S21	F22
History of the Built Environment II (ARCH 2343)	Introduction to active environmental systems. Building performance analysis.	Final grade	Quizzes and assignments	Goal: 90% of students earn a 70% or higher in the course.	95%	1) In the Spring semester, implement a group-based analysis assignment where groups will be composed of students from diverse degree programs. Each will add degree-specific perspectives to the analysis topic. This will be a global exercise to encourage students to discover unfamiliar geographic and cultural developments. 2) In the Spring semester, engage with studio professors to participate in implementing HOBE II content into studio; for example, in D4 (ARCH2456), architectural precedents are studied and analyzed through the use of analytical drawings and models. 3) Students will be tasked with not only identifying a research topic in the geographic zone assigned but also asked to define how the topic may be relevant or influential to their studio work. The second research project is a visually based research assignment. In this assignment it is proposed the student reverse this operation and determine how their chosen topic reflects or represents solutions already resolved in their studio project.	S21	S23
Modern and Contemporary Architecture (ARCH4453)	Modern architecture and urbanism from 1850 to the present with an emphasis on connecting theory and building	Final grade	Assignments, exams, research paper and project	Goal: 90% of students earn a 70% or higher in the course.	96%	1) Continue to expand the focus of Modern and Contemporary Architecture beyond Europe and the US. 2) Shift the content of this course towards a more global perspective. 3) Connect this history course to design studios and practices, for example three short assignments and one longer paper (including diagramming) and project which forge connections between the practice of writing about and drawing architecture. 4) Develop an introductory research methods module.	F21	F22/F23
Architectural Theory and Criticism (ARCH4543)	Reading and discussion of theoretical texts	Final grade	Weekly writing responses, leading discussion, research paper and project	Goal: 90% of students earn a 70% or higher in the course.	97%	The following have been addressed: 1) A collaborative has been integrated. 2) Include diagramming and sketching, potentially in "five-minute warm-up." 3. Revisit assignments to assess whether it may be possible to add requirements for sketching or diagramming. 4. To connect HTC to studio, add the concept description assignment used in Modern and Contemporary Architecture as a requirement in this course as well. 5. Repeat this assignment to provide much needed practice. 6. Integrate a research paper on a topic related to studio, potentially as a collaborative assignment; students may undertake literature reviews of a given topic and write a brief white paper on a topic of relevance to their studio in order to ensure research methods inform design studios.	S21	S23
Indirect Measure: Student Exit Survey	Student perceptions of how well they developed writing skills	Student survey	Graduating students response to the question: How well did the curriculum prepare you in terms of writing skills?	Goal: 100% of students feel prepared in terms of writing skills.	100%	Introduce more writing assignments in HOBE I and II.	S21	F23

Above: PC.4 History and Theory Assessment.

For key design studio courses, such as ARCH 4756 Design VII, ARCH 5536 Grad Design III, and ARCH 5546 Grad Design IV, we have added an additional layer of review within the course to ensure that students who pass the course have met the NAAB criteria assigned to it. We organize a NAAB review using a specific NAAB grading rubric, in which we invite faculty to mark up every project relative only to how well it is meeting NAAB criteria assigned to the course.

Using post-it notes and redlines faculty identify any deficiencies relative to the NAAB criteria. Students receive a failing grade on the project and in the course if these deficiencies are not corrected in their final project submission. This process ensures that every student who passes the course has indeed met the assigned NAAB criteria. See below for the NAAB rubric used in Design VII, Grad Design III, and Grad Design IV. The rubric for Design V includes selected NAAB criteria as well.



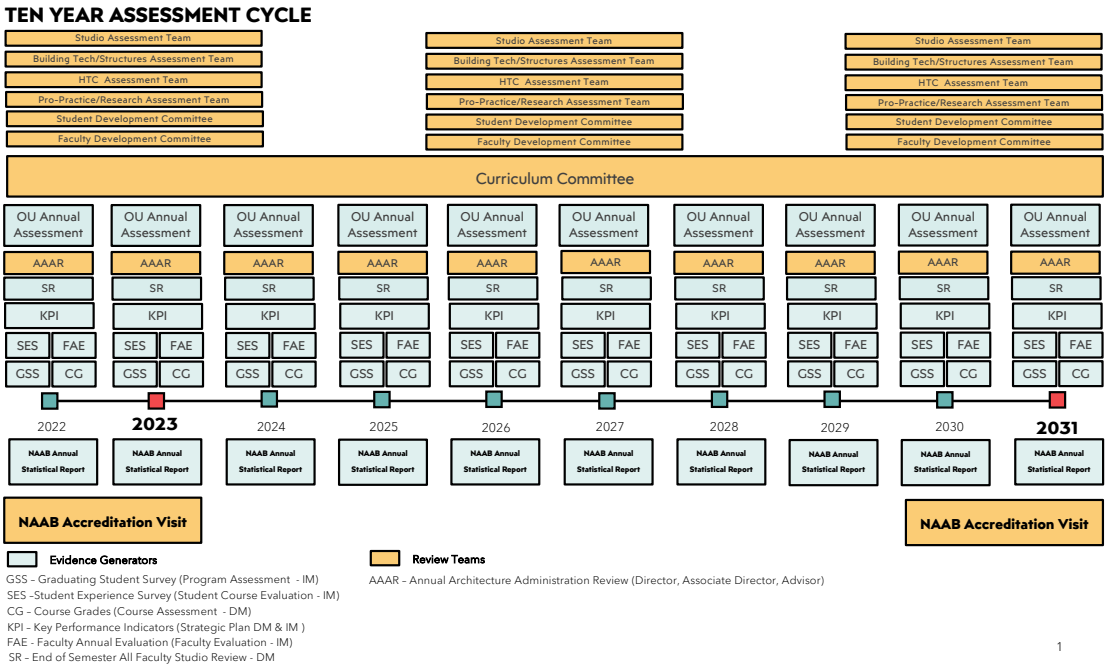
Above: Professor Amy Leveno redlining drawings as part of the NAAB compliance review in Design VII and Graduate Design III.

STUDIO RUBRIC		
	Meets Expectations	**Does Not Meet Expectations**
SC. 1 Health, Safety, and Welfare in the Built Environment--How the project reflects student understanding of the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.	The design addresses health, safety and welfare, and environmental impacts by clearly addressing the following Framework for Design Excellence measures: Design for Equitable Community, Design for Well-Being, and Design for Energy.	The design does not address one or more of the following Framework for Design Excellence measures: Design for Equitable Community, Design for Well-Being, and Design for Energy.
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 U.S., and the evaluative process architects use to comply with those laws and regulations as part of a project.	The project demonstrates an understanding of occupancy types, egress widths, exiting, accessible routes and entrances. The project brief or drawings describe the regulatory context in terms of applicable laws and regulations.	The project fails to demonstrate an understanding of one of the following: occupancy types, egress widths, exiting, accessible routes and entrances. The project presentation may fail to describe the regulatory context in terms of applicable laws and regulations.
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.	The project demonstrates an understanding of how the design of passive and active environmental systems, and material assemblies contribute to achieving sustianability and energy use goals. Representations of the design process demonstrate how building performance analysis influenced design decisions.	The project fails to demonstrate an understanding of how the design of passive and active environmental systems, and material assemblies contribute to achieving sustianability and energy use goals. Representations of the design process may not demonstrate how building performance analysis influenced design decisions.
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.	The design successfully synthesizes user requirements, regulatory requirements, site conditions, universal design guidelines and accessibility requirements into a coherent design. Design process documentation indicates how the design evolved in response to the measurable environmental impacts through building performance analysis.	The design fails to synthesize user requirements, regulatory requirements, site conditions, universal design guidelines and accessibility requirements into a coherent design. Design process documentation may not indicate how the design evolved in response to the measurable environmental impacts of design decisions using building performance analysis tools.
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 outcome of building performance.	The project presentation indicates how design decisions serve to address the following Framework for Design Excellence measures: Design for Integration, Design for Ecosystems, Design for Water, Design for Resources. Design process documentation demonstrates how the design evolved in response to the measurable environmental impacts through building performance analysis. The justification for decisions about building envelope systems and assemblies, structural systems, environmental control systems, life safety systems support the design concept is clearly communicated.	The project presentation indicates how design decisions serve to address the following Framework for Design Excellence measures: Design for Integration, Design for Ecosystems, Design for Water, Design for Resources. Design process documentation demonstrates how the design evolved in response to the measurable environmental impacts through building performance analysis. The justification for decisions about building envelope systems and assemblies, structural systems, environmental control systems, life safety systems support the design concept is clearly communicated.

Above: NAAB grading rubric used in Design VII and Graduate Design III.

4. **Area Specific Assessment Teams**

The VTR's fourth bullet point describes the work of the Area Specific Assessment Teams and notes the available materials documenting this work. The VTR notes "*It is not clear how this assessment program aligns with the others mentioned above to influence curricular development*" (VTR, 31). The work of Area Specific Assessments is designed to complement annual assessment processes. As compared to the annual processes, this process offers an opportunity for more faculty to engage in review of our curriculum at a deeper level. The Ten Year Assessment Cycle diagram illustrates how this process relates to the annual processes.



In the 2021-22 academic year, we organized four area specific assessment teams to evaluate how well we are meeting both the NAAB criteria and our own new goals. We have undertaken one cycle of Area Specific Assessment Team work thus far and plan to do so every four years.

The Area Specific Assessment Team Process entailed:

a. Each assessment area team reviewed syllabi, assignments, and other relevant course materials for each course under review. The teams met with instructors and in many cases reviewed Canvas course sites. Assessment area teams were responsible for evaluating both how well courses were meeting NAAB criteria and how well they were meeting our own new internal goals.
b. Each assessment area team created a final report detailing their findings. These reports were included in the NAAB Team Room.

c. Each assessment area team presented their findings to the entire faculty in a series of faculty meetings.
d. Each relevant course instructor was asked to review the assessment team report and presentation and detail a plan for changes they will make to their courses to better align with either NAAB criteria or our own internal goals and objectives. These individual course specific assessments and plans for improvement were included in the NAAB Team Room. This evidence quite clearly demonstrates how the work of the Assessment teams is influencing curricular changes and development in nearly every course.

5. **Connection between university-level assessments and NAAB.**

The VTR notes "*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*" (VTR, 31).

We cannot find evidence in the 2020 NAAB Conditions or Procedures that it is necessary to demonstrate a relationship between NAAB program and student criteria and our university-level assessments. This requirement is not, for example, described in Section 5.3. We do, however, have plans to redesign our university-level assessment goals and measures in the next two years to more explicitly align with the NAAB program and student criteria. We believe this will help streamline and consolidate our assessment processes. Given the new conditions released in 2020 and that our report was due in the fall of 2022, we did not want to rush changes in our university-level assessment processes before our NAAB visit. Moreover, our university-level academic program review occurred simultaneously with our NAAB review in 2022-23. Now that we have feedback from these two distinct program reviews, we will use that to inform how we redesign our university-level assessments.

APPENDICES

All items link to a dropbox file.

Materials related to PC 6 Leadership and Collaboration:

1. ARCH 1163 Methods I (B.Arch)
    a. Abbreviated power point presentation on Human-Centered Design Project.
    b. Human-Centered Design Project Description.
    c. Nine weekly worksheets used to guide collaboration and stakeholder engagement.
2. ARCH 3556 Design V (B.Arch)
    a. Collaborative site analysis assignment.
    b. Selected examples of student self and group evaluation responses.
3. ARCH 4756 Design VII and ARCH 5536 Graduate Design (B.Arch and M.Arch)
    a. An additional example of a final project illustrating how cost estimate collaboration was incorporated.
4. C1, C3, and C5 – Multidisciplinary Collaborations (B.Arch)
    a. GCA Collaboration
    b. Dallas Field Trip Info and Scavenger Hunt (C3 in spring of 2023)
    c. C1 Freshman collaboration plan
    d. C3 Junior collaboration plan
    e. C5 Senior collaboration plan
5. ARCH 4923/5923 - Methods IX and ARCH 4053/5053 - Methods X (B.Arch and M.Arch)
    a. Collaborative in-class activity drawing on Stanford's Design Thinking Process.
    b. Selected lecture slides related to leadership and collaboration communications.
    c. Assignment that challenges students to develop communication and collaboration skills.

Materials related to 5.3 Curricular Development:

6. End of Semester Curriculum Review Meeting: Selected Evidence
    a. Design III, Fall of 2021, presented by Dr. Francesco Cianfarani.
    b. Link to Fall 2022 curriculum survey.