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Roger Williams University
School of Architecture, Art and Historic Preservation

2018 Visiting Team Report

M. Arch. (B.S. in Architecture and Master of Architecture: 181 credit hours)

The National Architectural Accrediting Board
March 24-28, 2018

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

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

Contents

I.   Summary of Visit

a.   Acknowledgments and Observations

The National Architectural Accrediting Board (NAAB) Visiting Team (VT) for the continuing accreditation for the Master of Architecture degree and substantive review of the 3.5 Master of Architecture track at Roger Williams University would like to thank Dean White, Associate Dean Laramie, program administrators, faculty, students and staff for their excellent preparation and very clear and useful documentation. They provided us with warm greetings, patience and tireless attention during our visit to their bayside campus. The students and faculty demonstrated a very congenial relationship, and anecdotally there are references to a very positive, engaging and personal concern and relationship between the faculty and students.

Similarly, we would like to thank President Farish and Provost Workman for their engagement process and continual support for the School of Architecture, Art and Historic Preservation. They were open and forthright in acknowledging the innovative leadership of the school through the collaborative initiatives that have impacted the entire institution such as the Community Partnership Program (CPC), cloud-based computing technologies, strategic visioning involving inclusion, and modeled student professional engagement in the Career Investment Program. (CIP) The school and the Architecture program continue to earn respect as a critical professional educational component in the context of a thriving liberal arts institution.

Our team observed direct evidence of the tightly staffed, successful, agile and responsive long-term committed unit leadership to provide mutually beneficial consistency and stability for all concerned in the face of university dynamics and a generational transition amongst the faculty. The students also enjoy equitable access to resources for educational productivity; such as software, digital fabrication tools, printing, travel opportunities and modest increases in tuition relief for the accredited program. The program has succeeded in overcoming any probable limitation due to its location and has maximized opportunities to expose students regional practice communities and invites professional colleagues as consulting instructors and visiting faculty.

b.   Conditions Not Achieved

II.   Progress Since the Previous Site Visit

2009 Student Performance Criterion A.10, Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

Previous Team Report (2012): While ARCH 522 Environmental Design Research covers many areas of human behavior and diversity, student projects only focus on one group of subjects in a semester, which does not give students a complete understanding of the range of culturally diverse populations they will have to encounter in the architectural profession and no other course adequately addresses this issue.

> *2018 Visiting Team Assessment:* Evidence of student achievement at the prescribed level was found in student work prepared for AAH 121 History of Art and Architecture I, ARCH 214 Architectural Design Core Studio IV, and ARCH 522 Environmental Design Research.

2009 Student Performance Criterion B.6, Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.5. Life Safety
A.9 Historical Traditions and Global Culture	B.7 Environmental Systems
	B.9. Structural Systems

Previous Team Report (2012): ARCH 513 Comprehensive Project Design Studio is exemplary in many ways, particularly in the breadth of subject matter it covers, however the technical documentation of construction methods and materials lacked detail and specificity (A. 4.) and projects did not demonstrate an adequate understanding of structural systems (B. 9.) on the part of the students.

> *2018 Visiting Team Assessment:* Comprehensive Design (Realm C, which includes C.1 Research, C.2 Integrated Evaluations and Decision-Making Design Process and C.3 Integrative Design) evidence was found in courses ARCH 613 Graduate Thesis Design Studio, ARCH 641 Graduate Thesis Research Seminar and ARCH 513 Comprehensive Project Design Studio. Significant evidence was found of technical documentation, detailing particularly wall sections, and structural design.

Previous Team Report (2012): Causes of Concern

A. Diversity Plan. While there is a diversity plan in place and it is beginning to show positive results, more progress needs to be shown in this area in both faculty and student recruitment and demographics.

2018 Visiting Team Assessment: Since 2012, there have been administrative changes and the University has made diversity and inclusion a focus of discussion. The School of Architecture, Art and Historic Preservation (the Program) has participated and in some cases led the advancement of the diversity inclusion for the university. While monitoring would be prudent, progress has been shown. This team does not view this as a cause of continuing concern.

Part of the reach for more student diversity has been to reach out to students with different socio-economic levels, as well as from different areas of the country. To that effect, continuing in 2012 and beyond, the Program has hosted its annual Summer Academy in Architecture for 18 students each year, and since 2012, the Program has continued to provide 3 diversity scholarship every summer). 2018 will be the 22nd year of the Summer Academy. And since 2012, the Program has hosted a Summer Intensive Program in Architecture and Visual Art Studies for students from Philadelphia Charter High School for Architecture and Design. As of 2014, the Program created a total of five articulation agreements with two-year community colleges for matriculation directly into the program. Currently the Program is orchestrating an agreement with Miami Dade College. Additionally, since 2013, the Program (funded by the University) has a Graduate Merit Aid

scheme in place for all students to have access to a $3,000 work component to their education (through the Career Investment Program). There are also appreciable increases in scholarships for ACE mentoring programs and k-12 curriculum development to build access and preparation for future students.

Related to faculty diversity, the 2013 recruitment efforts led to four diverse hires within the tenure track positions [Leo Daisuke Yui, Anne Proctor, Olga Mesa (hired in 2016), and Ginette Wessel (hired in 2016)]. Also in 2013, the Teaching Firm in Residence brought in diverse firms (Charlie Rose and Studio Luz) and in 2014 led to additional full-time tenure track hire of Anthony Piermarini.

In 2013, the Program initiated the Women's Leadership Network, which began during an exhibition during alumni weekend and which maintains a relationship with the Beverly Willis Architecture Foundation.

In 2015, a campuswide survey followed by public events and discussions about diversity led the University to create a position for a Chief Diversity Officer (who was hired in 2017).

III.   Compliance with the 2014 Conditions for Accreditation

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

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

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

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

[X] Described

2018 Analysis/Review:

Roger Williams University began as a regional extension of Northeastern University separating in 1940 and eventually being known of Roger Williams Junior College in 1956, accredited as a four-year institution in 1972 and granted university status in 1992. The architecture program began in 1976 as a unit within engineering technology and was first NAAB accredited with a five-year Bachelor of Architecture in 1984. In 1999, following a strategic planning process under recently appointed Dean White, the School of Architecture, Art, and Historic Preservation (SAAHP) was formed. The Architecture program sunset its Bachelor of Architecture in 2004 and transitioned to a Master of Architecture, developing significant pedagogical, facility, faculty, and student transformation.

The School has led the university in many areas of innovation in its recent history, including the Samsung Technology collaboration, the creation of the Community Partnership Center (CPC), the Community Investment Program, (CPI), and Cloud Based Computing. The School is also very proactive initiating off-campus study to regional, national and international locations while ensuring equal access to all.

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

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.
- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that

include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

The University has a clear studio culture policy that "emphasizes mutual respect, professionalism, and shared responsibilities among students, faculty, administrators and practitioners." A Studio Culture Committee reviews the policy annually and conducts student surveys to most accurately represent the needs and attitudes of the student body. The student survey also addresses general well-being, including mental health and stress. There is evidence that the program is responsive to these surveys. The implementation of Cloud Based Computing and the partnership with Samsung are examples. This system allows every student to have a monitor on their desk as well as full access to all programs via the cloud; this was implemented after concern was raised by students about computing in 2012. Similarly, faculty have responded that the Samsung Partnership and Cloud Based Computing have provided increased ability to collaborate within the studio with students, and student work that is of increasingly better quality and professionalism.

Students are encouraged to expand their education through multiple other programs, including a Community Partnership Program that allows students to partner with local and regional groups to get real-life design experience. They are also highly encouraged to participate in internships and professional organizations. The Career Investment Program (CIP) helps finance intern experiences using work-study funds to allow students to gain industry experience with a firm or non-profit that may have otherwise been unable to offer the experience to students. Within the school itself students further their education outside of the classroom with field trips to partnering firms and site locations, both locally and internationally. The continual education of staff is encouraged with career support and backing for research projects and initiatives.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.
- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

Since 2012, there have been administrative changes, and the University has made diversity and inclusion a focus of discussion. The School of Architecture, Art and Historic Preservation (the Program) has participated and in some cases led the advancement of the diversity inclusion for the university. While monitoring would be prudent, progress has been shown.

Part of the effort to increase student diversity has been to reach out to students from different socioeconomic levels, as well as from different areas of the country. To that end, continuing in 2012 and beyond, the Program has hosted an annual Summer Academy in Architecture for 18 students each year, and since 2012, the Program has continued to provide 3 diversity scholarship every summer). 2018 will be the 22nd year of the Summer Academy. And since 2012, the

Program has hosted a Summer Intensive Program in Architecture and Visual Art Studies for students from Philadelphia Charter High School for Architecture and Design. As of 2014, the Program created five articulation agreements with two-year community colleges for matriculation directly into the program. Currently the Program is orchestrating an agreement with Miami Dade College. Additionally, since 2013, the Program (funded by the University) has a Graduate Merit Aid scheme in place for all students to have access to a $3,000 work component to their education (through the Career Investment Program). Further, there are appreciable increases in scholarships for ACE mentoring programs and k-12 curriculum development to build access and preparation for future students.

Related to faculty diversity, the 2013 recruitment efforts led to four diverse hires within the tenure track positions [Leo Daisuke Yui, Anne Proctor, Olga Mesa (hired in 2016), and Ginette Wessel (hired in 2016)]. Also in 2013, the Teaching Firm in Residence brought in diverse firms (Charlie Rose and Studio Luz) and in 2014 led to an additional full-time tenure track hire of Anthony Piermarini.

In 2013, the Program initiated the Women's Leadership Network. In 2015, a campus-wide survey followed public events and discussions about diversity, led the University to create a position for a Chief Diversity Officer (who was hired in 2017).

The program has documented that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

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

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

[X] Described

The architecture program sufficiently provides a culture of opportunity for students to gain leadership experience both within their classrooms and among campuswide opportunities (including the CPC, CIP, and Hassenfeld fellows program) and within the AIAS and Women's Leadership Network (WLN) student organizations.

There is a substantial amount of involvement with the AIAS, with many students holding leadership roles related to executive or assistant positions and a reasonable amount of graduate students are also involved. AIAS seems to be the primary route for students to get involved and there are no other identified student groups within the program. Students are also able to participate in the AIAS monthly sponsored activities and lectures even as a nonAIAS member.

The Women's Leadership Network is a more recent organization which aims to develop more female leaders within the school, partnered with industry professionals after graduation. Current students have noted that the long-term success of this group network depends on the continued involvement of newer (younger) student populations (as the existing student body matriculates).

Within studios students have successful collaborative working experiences, largely with site analysis, as well as individually on their own designs. Opportunities for collaborative design

projects seem to fall mostly within their Community Partnership Center, allowing students to work on real projects within their local community.

The introduction and use of self-assessment tools like the Thomas Kilmann Conflict Modes provide students with insights into how to facilitate teamwork and resolve conflict more effectively. This program also seems to offer a large opportunity for leadership within their major, but outside of the college, as well as interdisciplinary teamwork.

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

[X] Described

The SAAHP design curriculum follows a logical structure beginning with the introduction of design fundamentals focused on iterative exploration of architectural ideas, space awareness and understanding of site design principles to progressively more complex problems involving the integration of building systems, working collaboratively with other students to conduct research and resolving the assembly of diverse program elements. The use of multiple modes for supporting iterative exploration, from hand drawing and sketching to physical and digital modeling, are introduced early and are continually honed through each successive studio as students become increasingly more self-directed in determining the most appropriate methods for communicating their individual design narratives. Students in early design studios are also introduced to the responsibility of the architect to society including social, technical, environmental and historical considerations. As with their technical knowledge and representational skills development, students continue to deepen their understanding and ability to respond to these issues as they progress through advanced and graduate studios.

Advanced and Graduate studios provide more complex design scenarios often involving travel to sites outside the region and requirements for deeper levels of integration of site, program and building systems. The "Teaching Firms in Residence" and continual adjunct faculty from professional practice serves to introduce both diversity of site and program as well as diverse methodologies. This exposure to real life applications strengthens the design practices of the program and demonstrates the value of design.

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

[X] Described

Professional Opportunities and Career Paths are broadly and clearly articulated within the program through many avenues to engage the students. Within required course work, the Comprehensive Studio takes the students to a firm for a day of critiques every semester that includes architects, landscape designers, engineers and other consultants in the "Gallery Walk" portion. These sessions provide direct interaction with professionals and consultants.

Additionally, with the Options Studios, the "Teaching Firm in Residence" Program provides exposure to a diverse variety of firms (which change each semester). These firms include structural and consultant firms that provide exposure to career paths and professional practice.

There is also the much-lauded Career Investment Program (CIP) within the School of Architecture, Art and Historic Preservation. This program (recipient of the 2018 AIA/ASCA Practice + Leadership Award) assists students in attaining paid internships by supplementing the salary to the students. This partnership program includes over 100 placements each year, and the Program is looking to create a "Director of Teaching Practice" position within the next year to oversee the management (and formal tracking and reporting process) of this excellent program.

The AXP Licensing Advisor (Karen Hughes) is active with the students and speaks twice a year about the AXP and NCARB records and also helps to organize opportunities for students to tour construction sites and more.

The Program also hosts a Resume and Portfolio Workshop once each semester in which students who participate meet with 10-12 different faculty and firm mentors from the area to get advice on resume, portfolio and internship development opportunities.

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

[X] Described

Environmental stewardship is supported by deeply seeded content and assignment across the professional curriculum. This is supported by a studio culture policy assertion that "architectural design is ultimately an activity intended for the improvement of the environment, and societies and individuals involved." The program has a framework of ethics around environmental stewardship in studio learning expectations that begin with simpler passive and regenerative technologies and advance to daylighting, high performance envelope, site and ecological exercises carefully articulated to include solar, daylighting, shading, passive strategies, landforms, earthworks, storm water and ecological explorations. Material and construction courses involve environmentally appropriate durability, embedded energy, and thermal performance evaluations as well as a comprehensive (integrated) course exercises involving energy evaluation software and professional (external) consultations to keep abreast with currencies in ecological best practices. Across the university and regionally the School has participated in lectures, community projects and research networks committed to sustainability and environmentally related service projects.

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

[X] Described

The program sufficiently describes and articulates its approach to develop engaged and active citizens with social responsibility in their communities. There is development of socially engaged projects from studio work on a regular basis. Students express a committed interest in social responsibility through their attitudes and ambitions shown at the student meeting during our visit. In addition, the Community Partnership Center (CPC) and the Career Investment Program (CIP) provide real life opportunities to engage and affect change within communities outside the university. Students develop a shared sense of responsibility to each other as emerging professionals and faculty encourage and support this culture by example and through leadership.

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

[X] Demonstrated

2018 Analysis/Review:

> The Program adequately demonstrates a planning process for continuous improvement given the particular institutional mission and culture which favors a dynamic and adaptive response to a changing world. "In order to build the university the world needs now, we draw inspiration from our namesake and reflect upon our unique history to chart a visionary course for the future of Roger Williams University."

> President Farish is leading the University in a non-traditional way without a formal strategic plan. The Program within the methodology of the University direction has developed a "Forecast 2027" based on its involvement with the Institute For The Future. The Program became involved in the Institute for Futures in 2016 as a way to develop a long-range forecast for Program objectives. The Forecast 2027 has developed four key areas of investigation and messaging related to Diversity Futures, Work Futures, Resilience Futures and AI (Artificial Intelligence) Futures. The Forecast outlines an Ethos and Preferences across Pragmatic, Utopian and Speculative areas for the Diversity Futures and has yet to develop an outline for the other sectors.

> Since May of 2017 the school has participated in a university-wide visioning process for future projects as well as organizational / governance and growth strategies.

I.1.6 Assessment:

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

·   How well the program is progressing toward its mission and stated objectives.

·   Progress against its defined multiyear objectives.

·   Progress in addressing deficiencies and causes of concern identified at the time of the last visit.

·   Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

[X] Demonstrated

2018 Analysis/Review: The program demonstrates self-assessment and curricular assessment through regularly scheduled faculty forums, faculty meetings, and planning councils. A "walk-about" each semester focuses on review of student coursework. While these events are productive, there was no evaluative documentation demonstrating measurements or outcomes.

Monthly faculty Knowledge Forums consider future alternatives and strategies in conversations that bring together their faculty with external academic and professional colleagues.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2018 Team Assessment:

Faculty workloads are appropriate, well understood and supported; however, because of the liberal arts context annual teaching loads for lecture faculty are slightly weightier than for studio faculty. Faculty have access to a very robust faculty development system that exists at the University level and this support was lauded by the faculty. While some frustration was communicated about the timing of faculty teaching assignments relative to the start of the semester, faculty acknowledge that the Dean has limited flexibility given the timeframe for budgeting and the limitations outlined by the faculty contract.

The school has an informed experienced and active AXP advisor. The advisor invited a student to accompany her to the 2017 AXP Summit.

Full time faculty are assigned advisees (20-25). Registrar provides student reports and progress audits each semester. Faculty Advisors must sign-off on pre-registration, actual academic advice is spotty, but prescribed. Associate Dean Laramie is the ultimate authority and 'go-to' advisor for the accredited program. The faculty are given regular advisor training each semester. Anecdotally, while faculty appreciate the exposure and connection to students through advising, students perceive a lack of uniform communication and inconsistency of advising attentiveness across multiple faculty.

Furthermore, career advice is less formal. While the Career Investment Program (CIP) provides a gateway, involvement with this program is optional and student assessment of career advice also varies. Many faculty members are professionally active, and for some students this adjacency is beneficial. Along with the Resident firm studio program, students encounter informal numerous professional advisors regularly on reviews and office visits. Associate Dean Laramie and Dean White are available to provide valuable advice. However, there is not a formal staff resource solely focused on professional advising for architecture professional students in the school or at the university.

While the administrative structure is extremely effective and experienced, the team felt the lack of resilience given the breadth and depth of responsibility and limited personnel. The Visiting Team is concerned about the resilience and succession of the administrative structure, and over-reliance on the Dean, Associate Dean and their staff to manage all elements of the school. Nevertheless, the department provides a diverse array of support services for the professional program. Faculty acknowledged a need for additional administrative leadership support. All involved administration are dedicated to providing excellent service to their students. An added staff position has been requested for career advising but is not in place.

The technical staff appears adequate to support the curriculum with the additional of a full-time Digital Education and Lab Manager overseeing instructional facilities.

In conversation with the university leadership we were also informed of administrative workload restrictions in the context of the faculty contract. Given the aggregate review above the visiting team's assessment is that Human Resources is a cause of concern.

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

Physical resources include but are not limited to the following:

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

[X] Described

2018 Team Assessment: The Program adequately describes and provides physical resources to support the Program.

The Program is located on the Bristol Campus within a 65,000 SF Building (initially built in 1987 and expanded in 2005). The expansion (also designed by Kite-Palmer Associates) received an AIA Rhode Island Design Award. The facilities include design studios (undergrad and graduate level studios) with 391 individual workspaces for students, an 80-person lecture theater, a Design Computing Lab, Exhibition Gallery, an Architecture Library, several classrooms, faculty offices for full time faculty, a photography studio and darkroom, a woodworking Studio Shop, a Production Studio and Digital Manufacturing Lab (with CNC machines, 3D modeling equipment).

The Architecture Building has a card access system for student security with 24-hour access after hours. The University also provides additional security measures with the University Public Safety Officers who circulate the studio on an hourly rotation after hours. The students have access to the library, woodshop, darkroom, and digital manufacturing equipment from 8AM to midnight.

The School is also part of the OSHEAN (Ocean State Higher Education Economic Development and Administrative Network), which provides internet based technology for its member institutions. The University also has an ongoing plan for the upgrade, replacement and consolidation of systems that provide support services to students, faculty and staff through the Media Services help desk in the University Library.

The Library has addressed its accessibility issue noted in the 2012 VTR by providing separate accesses on both the first and second floors. The Dean and President mentioned the planning of a small expansion to resolve this condition and other needs.

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

[X] Demonstrated

2018 Team Assessment: The Program has demonstrated appropriate financial resources.

The primary revenue for the Program is from tuition and fees and the Program works directly with the Office of Finance annually to project full time and part time enrollments. The annual budget was listed as $4,669,089 for the 2017/18 school year. The Program directly manages their budget (via the Dean) and the program has control over their expenditures.

There are no targeted capital campaigns underway or in plans for the future.

The University has a funded program to provide generous financial support to the teaching faculty in terms of research support and sabbatical opportunities and all faculty have access to $3,600.

All students in the graduate program receive financial support in the form of a $6,000 stipend. Students that continue directly from undergraduate to graduate at this university receive an additional $1,000 annually. Local, regional and international student travel is supported by the school and university to assure equity of access to all.

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

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

[X] Demonstrated

2018 Team Assessment: The program demonstrates access to appropriate digital information and resources.

The current University Dean of Libraries was the former SAAHP librarian. The current architecturally trained librarian manages a well-equipped and staffed library with excellent support and additional resources provided by the University library and extended library networks. The librarian and support staff have been proactive in responding to the changing needs of students in professional architecture programs and digital resources.

I.2.5 Administrative Structure and Governance:

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

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

[X] Described

2018 Team Assessment: Administrative structure and governance are adequately described as detailed below.

The Dean reports directly to the Provost, as described by the chart on page 44 of the VTR.

The School of Architecture, Art and Historic Preservation is a multi-program unit within the Roger Williams University Schools and Colleges. As a unit, the School of Architecture, Art and Historic Preservation (SAAHP) has a Dean and Associate Dean as well as program committees composed of faculty and led by Program Co-Directors due to the size of the program (450+ undergrad and grad students).

The faculty are expected, not required, to participate in the committees related to their course work, as well as on one school-wide standing committee or initiatives committee. The Architecture Program is primarily charged with curriculum development related to the Bachelor of Science in Architecture and Master of Architecture programs.

As expressed under Human Resources the team notes lack of breadth and depth of the administrative structure and therefore lacks resilience. Current program coordinators have effective curricular responsibility, both are advisory and have no hiring, or scheduling authority. Similar to Human Resources, this is a cause of concern.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 287 Intro to Computer Applications, ARCH 325 History of Modern Architecture, and ARCH 513 Comprehensive Project Design Studio.

A.2   Design Thinking Skills: *Ability* to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 313 Architectural Design Core Studio V (4+2) and ARCH 512 Graduate Arch Design Core Studio II (3.5).

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 641 Graduate Thesis Research Seminar and ARCH 613 Graduate Thesis Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 313 Architectural Design Core Studio V (4+2) and ARCH 512 Graduate Arch Design Core Studio II (3.5).

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 335 Structure, Form and Order, ARCH 101 Foundations of Architecture (4+2), and ARCH 501 Elements and Principles of Architecture (3.5).

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 313 Architectural Design Core Studio V (4+2) and ARCH 512 Graduate Arch Design Core Studio II (3.5).

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for AAH 121 History of Art and Architecture I, ARCH 214 Architectural Design Core Studio IV, and ARCH 522 Environmental Design Research.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 522 Environmental Design Research.

Realm A. General Team Commentary:

- Students have clear, articulate work that carries over into their oral and written presentations. However, there seems to be room for improvement with eye contact and facing out towards their audience as they speak as well as with grammar and punctuation while writing.

- While ARCH 121 introduces ancient global practices, courses ARCH 322 and 325 do not include a similar level of diverse global con-currencies in global theoretical and contemporary (modern) historical global documentation. ARCH 214 Architectural Design Core Studio IV incorporates inclusive cultural reflections in contemporary design practices. ARCH 522 Environmental Design Research introduces social and anthropological dialogues that are relevant to the intent of SPC A7 and A8.
- Students engage in a significant number of experiences in which diverse constituency are encountered: lecture classwork, studio experiences, the CPC. The school is committed to ensuring that students have experiences away from their suburban home base, including foreign travel. Funding is made available for equal access to all off campus experiences.
- Precedent Research appears to be particularly strong through all the studios and during programmatic research (particularly in ARCH 641).
-

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

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 641 Graduate Thesis Seminar and ARCH 513 Comprehensive Project Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 321 Site + Environment.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 613 Graduate Thesis Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 231 Construction Materials & Assemblies I and ARCH 331 Construction Materials & Assemblies II, and ARCH 513 Comprehensive Project Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 434 Design of Structures I, and ARCH 435 Design of Structures II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 333 Building Systems: Equipment for Buildings; ARCH 332 Acoustics and Lighting and ARCH 513 Comprehensive Project Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 231 Construction Materials & Assemblies I and ARCH 331 Construction Materials & Assemblies II

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

[x] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 231 Construction Materials and Assemblies I, Arch 331 Construction and materials Assembles II, Arch 513 Comprehensive Design Studio

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 333 Building Systems: Equipment for Buildings; ARCH 332 Acoustics & Lighting; ARCH 513 Comprehensive Project Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 488 Computer Applications for Architecture.

Realm B. General Team Commentary:
- Integrated Systems and Constructability is well evidenced in the coursework. And impressively thorough detailing assignments were evidenced in both ARCH 434 (bridge pavilion) and ARCH 435 (KS Hyatt Bridge Detail Re-Detail) with impressive research, design and review and discussion for detailing.
- Though there is understanding through exams and testing of lighting; there is some weakness within lighting applicability in project work (no references or student work).
- Another positive is the use of user narratives as part of the programmatic development in ARCH 641.

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

Student learning aspirations in this realm include:

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 641 Graduate Thesis Research Seminar and ARCH 613 Graduate Thesis Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 513 Comprehensive Design Studio.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for Arch 513 Comprehensive Design Studio.

Realm C. General Team Commentary:
Comprehensive Design (Realm C, which includes C.1 Research, C.2 Integrated Evaluations and Decision-Making Design Process and C.3 Integrative Design) was found evidenced in courses ARCH 613 Graduate Thesis Design Studio, ARCH 641 Graduate Thesis Research Seminar and ARCH 513 Comprehensive Project Design Studio. Significant evidence was found of technical documentation, particularly detailing wall sections, and structural design.

The program has made great strides in the development of ARCH 513 Comprehensive Project Design Studio. A number of initiatives have been implemented to strengthen how the course addresses the full range of issues required by this realm including code, program and design concept development and the integration of structural and mechanical systems. Student work provides evidence of the ability to thoughtfully arrive at comprehensive and integrated solutions and communicate depth of ability in the technical documentation of envelope and structure.

Precedent Research appears to be well met through all the studios and during programmatic research (particularly in ARCH 641).
-

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

Student learning aspirations for this realm include:

· Comprehending the business of architecture and construction.

· Discerning the valuable roles and key players in related disciplines.

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

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 542 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 542 Professional Practice and ARCH 488 Computer Applications for Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 542 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 542 Professional Practice.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 542 Professional Practice.

Realm D. General Team Commentary:

- The School demonstrated strength in providing students with a comprehensive foundation across the many facets of professional practice and all elements of Realm D, from stakeholder engagement to issues of professional conduct and ethics. In addition to traditional methods of professional practice, student work also demonstrated an understanding of the changing nature of the profession and emerging modes of practice and project delivery like Integrated Project Delivery (IPD) and the increasingly interdisciplinary nature of collaboration with both engineering and design professionals.

- Case studies, role playing exercises and simulation exercises provide evidence that students understand the increasingly interdependent nature of professional practice and the implications of technology applications. This understanding of "high tech" is supplemented with the "soft touch" exercises through the introduction of "Lean" principles and self-awareness tools like the Thomas Kilmann tools that inform students' understanding of their own tendencies and as well as how to work effectively with others with different perspectives.
- Several partnerships have been developed between SAAHP, Roger Williams University and the surrounding community through the Community Partnerships Center (CPC). CPC partnerships provide additional opportunities for students to deepen their academic experience and understanding of professional practice by engaging in real world projects with nonprofits and low- and moderate-income communities in the region.
- In addition to the CPC, SAAHP's development of a robust "Firm in Residence" program further enhances student understanding of the professional practice of architecture. Architecture firms from the surrounding region are engaged by SAAHP to lead studios with licensed architects working directly with students over the course of the semester both on-site and in their offices.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

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

[X] Met

2018 Team Assessment: Roger William University received is continuing U.S regional accreditation on May 30, 2017 from the New England Association of Schools and Colleges and proof of which is posted here.

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

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

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

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

[X] Met

2018 Team Assessment: The curricular requirements for awarding the accredited degree include professional studies, general studies, and optional studies. The Master of Architecture Program requires 181 credits minimum to graduate (of those 38 are graduate credits) which is more than the 168 required for a Master of Architecture and 30 graduate level hours minimum.

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

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

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

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

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

[X] Met

2018 Team Assessment: Demonstrated in conversation with Associate Dean Laramie, the two-tiered admission system begins at the University level with the ultimate decision made by the program. Associate Dean Laramie conducts all reviews and assessments and makes final recommendations to the University, resulting in a high degree of consistency. Review of admissions documents reveals that transfer student records are evaluated accurately and students are informed in advance of their standing and future course work. This review includes careful investigation of SPC experience from previous schools as well as peer-faculty expertise consultations. This system is adequate considering the limited number of transfer applications but may be reconsidered as the program grows.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

[X] Met

2018 Team Assessment: The NAAB Statement on Accreditation was easily found on the school's website under the "Accreditation" heading. The link below was working as of our visit in March 2018. https://www.rwu.edu/academics/schools-and-colleges/saahp/accreditation

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2018 Team Assessment: Conditions for Accreditation were found evident and available for the public on the school's website under the heading of "Accreditation". As of our visit in March 2018 the following link was working. https://www.rwu.edu/academics/schools-and-colleges/saahp/accreditation

II.4.3 Access to Career Development Information:

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

[X] Met

2018 Team Assessment: Access for career development was found on the school's website under the "Accreditation" heading in the form of links to professional organizations. As of our visit in March 2018 the following link was working. https://www.rwu.edu/academics/schools-and-colleges/saahp/accreditation

II.4.4 Public Access to APRs and VTRs:

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

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

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

·   The most recent decision letter from the NAAB.

·   The most recent APR.[1]

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

[X] Met

2018 Team Assessment: Public access to annual reports, the VTR and the 2012 decision letter was found on the school's website under the "Accreditation" heading. The following link was active as of our visit in March 2018. https://www.rwu.edu/academics/schools-and-colleges/saahp/accreditation

II.4.5 ARE Pass Rates:

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

[X] Met

2018 Team Assessment: Evidence was found indicating the Program makes links to the ARE Pass Rates available on their website under the "Accreditation" heading. Link below was working at the time of the accreditation visit in March 2018. https://www.rwu.edu/academics/schools-and-colleges/saahp/accreditation

The pass rates are also found on the NCARB website.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2018 Team Assessment: Online information and applications are clear and easy to navigate.

Admissions and pre professional degree content applications are found at on their website under the heading "Admissions" and the following link was active during our March 2018 visit https://www.rwu.edu/graduate/admission/how-apply.

Financial aid information was found under the "Financial Aid" heading; the following link was active during our March 2018 visit: https://www.rwu.edu/graduate/tuition-financial-aid/financial-aid. Diversity initiative's can be found under the "Diversity and Inclusion" heading and the following link was active during our March 2018 visit: https://www.rwu.edu/life-at-rwu/diversity-inclusion

II.4.7 Student Financial Information:

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

[X] Met

2018 Team Assessment: Students have access to total cost estimates on the school's website under the "Tuition and Fees" heading as well as to aid opportunities under the "Financial Aid" heading. Explicit information about expected costs of supplies was not found. During our visit in March 2018 the links below were active.
https://www.rwu.edu/graduate/tuition-financial-aid/tuition-fees https://www.rwu.edu/graduate/tuition-financial-aid/financial-aid

PART THREE (III): ANNUAL AND INTERIM REPORTS
III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

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

[X] Met

2018 Team Assessment: The program shared and the VT reviewed submitted Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

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

[X] Met

2018 Team Assessment: The program shared and the VT reviewed Interim Progress Reports (see Section 10, *NAAB Procedures for Accreditation,* 2015 Edition)*.*

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

I **Integration**-.

ARCH 513 Comprehensive Studio:
This VT was impressed with the proactive response regarding this SPC given the 2012 VT assessment. Specifically, 2018 VT members commented on the depth and breadth of the work presented as well as the 'gallery-walk' experience where students engaged with professional offices as exemplar practices.

ARCH 488 Computer Applications for Professional Practice:
This VT was impressed with the exploration of emerging modes of practice and its technology. Specifically, 2018 VT members commented on depth of interdisciplinary content with computer science and construction management.

Practice Integration (Firm in Residence):
This VT was impressed with the Firm in Residence Program as modeled behavior to offer opportunities for exchange between academy and practice. The mixture of adjunct and recurring faculty allows high level student achievement.

Career Investment Program:
This VT was impressed with the Career Investment Program as an innovative way to expose students to practitioners and experience the synergy of practice, community and engagement.

Architecture program as an innovator and leader:
This VT was impressed with the Architecture program as an innovator and leader across the university with many excellent initiatives originating in the department and/or the school.
Such as-
Community Partnership Program (CPC),
Samsung cloud-based computing initiative,
Institute For The Future strategic visioning
Diversity and inclusion discussions
Central support for the Career Investment Program.

Roger Williams University School of Architecture, Art and Historic Preservation
Architecture Program Course Matrix

Bachelor of Science in Architecture (pre-professional degree program)

NAAB Student Performance Criteria	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
Assessment																										
Foundation																										
ARCH 101					A																					
AAH 121							U																			
AAH 122																										
VARTS 101																										
Design																										
ARCH 113																										
ARCH 114																										
ARCH 213																										
ARCH 214							U																			
ARCH 313		A		A		A																				
ARCH 413 *(option studios)*																										
History/Theory																										
ARCH 325	A																									
ARCH 322																										
Envir. /Behavior																										
ARCH 321										A																
Tech Systems																										
ARCH 335					A																					
ARCH 231												A			U	U										
ARCH 333														A			U									
Pro Practices																										
ARCH 287	A																									

4+2 Master of Architecture (accredited professional degree program)

	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5
Design																										
ARCH 416																										
ARCH 513	A								A		A		A		U	U				A	A					
ARCH 515 *(option studios)*																										
ARCH 613	A?		A						A										U							
Envir. /Behavior																										
ARCH 522							U	U																		
Tech Systems																										
ARCH 331												A			U	U										
ARCH 332													A				U									
ARCH 434													A													
ARCH 435													A													
Pro Practices																										
ARCH 488																		U								
ARCH 542																						U	U	U	U	U
ARCH 641			A						A										U							

Appendix 2. Team SPC Matrix

Appendix 3. The Visiting Team

Team Chair, Representing the ACSA
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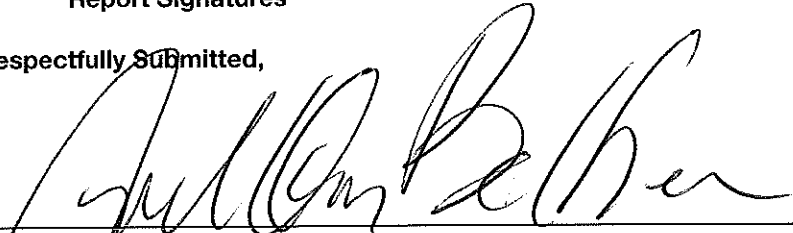
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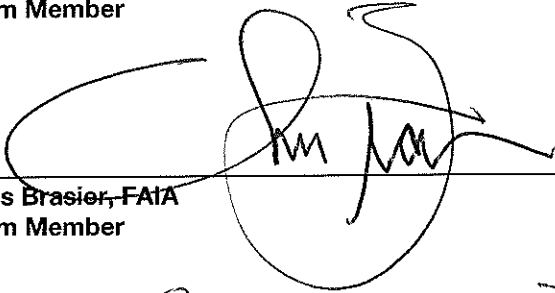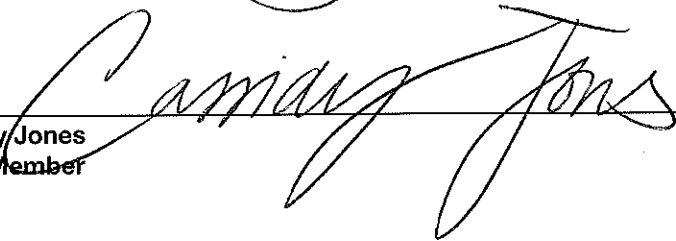jbarnes@risd.edu

V. Report Signatures

Respectfully Submitted,

_____

Nathaniel Q. Belcher
Team Chair

_____

Kate Cofer, AIA
Team Member

_____

Chris Brasier, FAIA
Team Member

_____

Cassidy Jones
Team Member