



**Drexel University**  
**Department of Architecture, Design & Urbanism**

## **2018 Visiting Team Report**

**B. Arch. [227 undergraduate quarter credit hours]**

The National Architectural Accrediting Board  
February 17–21, 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.

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## I. Summary of Visit

### a. Acknowledgments and Observations

The visiting team conducted its on-site review in accordance with the 2014 Conditions and Procedures.

Many individuals contributed to the success of this visit. With consistent cooperation and positive spirit, that success was possible. The visiting team wishes to extend heartfelt gratitude to everyone we engaged while at Drexel University; all graciously supported our activities with hospitality, a well-organized team room and evidence, and visit schedule conformance that made the analysis extremely productive and efficient.

Organizationally, the Antoinette Westphal College of Media Arts & Design includes seven departments (art, digital media, performing arts, etc.), including the Department of Architecture, Design & Urbanism. The support of the university's college and university administration is obvious. Leadership within the department and architecture program is highly capable, as is the entire architecture faculty cadre. The highly motivated student body does a remarkable job of a full- and part-time education coupled with employment after the first two years in the 2 + 4 option, virtually all within the field of architecture.

True to its rich tradition, architecture at Drexel University (a private, nonprofit institution of higher education) requires a unique blend of higher education concurrent with practical experience achieved by employment. While some architecture students transfer into the program after a two-year associate degree program, and some utilize the option of two full years full-time academically in architecture at Drexel prior to four additional years of work-study, a number of Drexel architecture students experience the part-time evening (PTE) option of a seven-year commitment of evening-study while employed, to achieve the undergraduate degree Bachelor of Architecture.

This blend produces hard-working, dedicated graduates who contribute to the profession throughout and beyond their educational experiences. While no Drexel college-credit is given to employment, and it is not per-se required for graduation, approximately 95% of architecture students work during the final four years of the program.

Architecture at Drexel, the first and one of only thirteen original NCARB-recognized Integrated Path to Architectural Licensure (IPAL) programs (i.e., allowing students to take the ARE during the educational experience), clearly graduates women and men capable of being sole practitioners upon licensure.

### b. Conditions Not Achieved

SPC B.2 Site Design

SPC C.3 Integrative Design

## II. Progress Since the Previous Site Visit

**Previous Team Report (2012): Conditions Not Met**

None

**Previous Team Report (2012): Student Performance Criteria Not Met**

None

**Previous Team Report (2012): Causes of Concern**

- A. Compensation for adjunct faculty – Compensation for adjunct faculty is below market rates and may present a risk to the program when economic forces reduce the number of willing practitioners available for services.

*2018 Visiting Team Assessment:* Given improvements made to adjunct faculty compensation between 2013 and 2018, the visiting team found that adjunct faculty salaries are competitive with other schools of architecture in the Philadelphia region. This improvement was achieved by increasing the per-credit adjunct compensation.

- B. New technology, staffing, and maintenance – Update information technology infrastructure, equipment, availability to students and appropriate maintenance by technical staff to adequately support the program and meet Drexel University's high standards.

*2018 Visiting Team Assessment:* Having reviewed Information Resources, its staffing and maintenance, due to changes made between 2013 and 2018, the visiting team found that the Westphal College has recognized and responded to the need for significant investment and maintenance in technology. The visiting team found the technology available to faculty and staff to be at least competitive with and in some cases exceeding technology found in many U.S. schools of architecture.

The visiting team found Information Resources to be a condition **Met with Distinction**.

- C. Ratio of full-time to part-time faculty members – Improve the ratio of full-time and part-time faculty to meet the program's mission and goals, and equitably provide for services to the students.

*2018 Visiting Team Assessment:* Given changes made between 2013 and 2018, the visiting team found the architecture program has increased the full-time faculty by three. One tenure-track faculty and two full-time teaching faculty additions have improved the ratio.

- D. Architecture program exposure –The architecture program deserves to be celebrated in the university and given exposure worthy of a unique professional degree program, which is one of few comparable programs in the country.

*2018 Visiting Team Assessment:* Having reviewed changes made between 2013 and 2018 to enhance broader exposure of architecture at Drexel, the visiting team found that organizational changes in the management of the program (i.e., students in the seven-year evening-only option moving administratively from the Goodwin College into the Westphal College) increased the visibility of the architecture program within the university, especially with much greater exposure of faculty within the entire university's faculty body. Relocation to the URBN Center facility has also increased exposure.

In addition, broader demographics and the recruitment of prospective students have improved. While most Drexel students still enroll from the Mid-Atlantic region, students nationwide are increasingly interested in potential acceptance in the Drexel architecture program.

- E. Studio culture – Improve the studio culture across both program tracks to more accurately reflect the intent of the studio culture policy.

**2018 Visiting Team Assessment:** Having reviewed changes made between 2013 and 2018 to Studio Culture in architecture at Drexel, the visiting team found that the evolution of the evening-only PTE option students into the Westphal College has greatly enhanced and supported the reasons for a strong Studio Culture Policy, especially recognizing that virtually all architecture students live off-campus, including students after year two in the 2 + 4 option. Years 1-2 Design Studios are active and vibrant, and 2 + 4 option students merge with and are indistinguishable from PTE evening-only students, starting in the third school year.

- F. Diversity of the faculty –The diversity of the faculty does not necessarily reflect regional demographics. As faculty transition occurs, the visiting team encourages the program to implement a long-term plan to sustain the program and improve diversity.

**2018 Visiting Team Assessment:** The diversity of the faculty continues to trail the diversity of Philadelphia, both the city and the region, where approximately 35% are white/non-Hispanic. The program has made progress improving faculty diversification over the past few years yet recognizes that architecture faculty at Drexel still has much progress to be made.

The visiting team found a continuing trend, an unusual mix of a significantly larger percentage of adjunct-to-traditional teaching or tenured/tenure-track faculty, than is found in most other U.S. architecture programs. In part, this is due to Drexel's overall mission and history of work-study experiential education, and in part due to very long-contributing, very talented adjuncts. Consequently, changes often take longer than might be expected.

While the full-time faculty has improved its diversification, with three women and one minority-male of the eight, the adjunct complement is still 95% white/non-Hispanic, 5% minority, and 23% female.

Specific additional elements of the progress made since the 2012 visit include: 1) four searches for new faculty hires; 2) policy associated with the university's Office of Equality & Diversity along with the architecture program's *Policies, Procedures and Criteria for Faculty Appointment, Promotion and Tenure*; and 3) an increasing emphasis on outreach activities to attract both minority and female students, and adjunct/full-time faculty.

### 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:** The APR's descriptions of Drexel's history, mission and culture, and how they shape the architecture program's pedagogy and development, is thorough and robust.

Starting in 1891, Drexel University (then known as the Drexel Institute of Art, Science and Industry) has offered higher education related to the U.S. rapidly growing industrial economy. Architecture at Drexel began in 1895, with initial NAAB accreditation achieved in 1972. In 1919, Drexel began a co-operative education program (the first of its kind in the U.S.), providing students with professional experience achieved by periods of study concurrent with typically full-time professional employment.

In simplest terms, there are currently two "tracks," known as options, that students can utilize to achieve the Bachelor of Architecture: 1) a 2 + 4 option wherein students enter architecture directly upon high school graduation, and experience two years of on-campus, full-time study, followed by four years of part-time evening-only study concurrent with full-time employment, typically in the field of architecture; 2) a part-time evening option (PTE), seven years in duration, entirely concurrent with full-time employment, typically in the field. Students in both options merge into one student body during their final four years of study.

Given the nature of the options, Drexel must rely upon a large percentage of evening, adjunct faculty fully-engaged with students who work, often have families, and yet experience difficult and demanding course loads. This fits with Drexel's mission, which in part reflects "...*providing every student with a valuable, rigorous, experiential, technology-infused education...*"

In brief, the basic principles contained in the mission of the architecture program can be summarized as: a) broad access to education in architecture; b) education that is responsible, pragmatic, and creative, combining academic and professional experience; c) experiential learning providing students with context and meaning; and d) assisted by diverse educational models available to prospective students.

**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**

**2018 Analysis/Review:** Drexel's Studio Culture Policy expresses values of time management in terms of preparedness of both students and faculty. Professional conduct is expressed in terms of collaboration, timeliness, and work ethic.

The Studio Culture Policy is referred to in studio syllabi, and students are provided a link to access the document. Evidence presented in meetings with students and faculty reflects a high awareness of the policy and its availability. The architecture program has hosted three "town hall" meetings to discuss issues of concern. The most recent update of the policy mentions these town halls and that the process of updating the policy to reflect feedback is underway. These town hall meetings have been moderated by a group of recent alumni.

The learning culture of the studio environment and dynamics were clearly described in the provided APR. It mentioned the differences between educational programs and their respective environments and demands.

**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**

**2018 Analysis/Review:** Drexel University has an Office of Equality and Diversity (OED) that focuses on the university's handling of campus employment, and the team found evidence underscoring Drexel's Equal Opportunity and Affirmative Action policies. The OED also publishes a Diversity Achievement Plan on the university's website. The plan illustrates the measures taken by each academic unit to improve diversity and promote an inclusive culture among students, faculty, and staff.

For example, the university created the Dornsife Center for Neighborhood Partnerships and the Lindy Institute for Urban Innovation to engage with private partners and local public schools to enhance the educational offerings available in the community.

The architecture program is also involved in local communities and actively engages local organizations. Drexel recruits high school students graduating from Philadelphia's public Charter High School for Architecture and Design, which has a primarily minority population.

Based on the data provided in the APR, the architecture program's total minority student population is very similar to that of the university as a whole (for example, ethnic minority students compose 27% of this year's senior class, while the freshman class includes 38% ethnic minority students).

In analyzing the freshman-through-senior classes in the architecture program, the percentage of female students ranges from 40% to 50%, which is very similar to the ratio of the university as a whole (47%). The architecture program acknowledges that in addition to simply admitting more female and minority students, it is also important to retain them.

The plan to maintain and increase the program's diversity is described in the APR. It appears that there is improvement in the diversity of the full-time faculty since the last visit. In 2012, there were five full-time faculty members (one a woman and no ethnic minorities). In 2017, of the eight full-time faculty members, three are women and one is an ethnic minority.

Out of 40 adjunct faculty members, eight are female and one is an ethnic minority faculty.

**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.
- 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.
- 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.
- 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.
- 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**

**2018 Analysis/Review:** The APR provides a comprehensive description of the program's response to the five perspectives.

- A. Collaboration and Leadership:** The program views its experiential learning structure as a powerful tool for the development of collaborative working habits. This is further encouraged and reinforced through required courses and the various studios that rely heavily on teamwork. In addition, the program has a very active AIAS chapter that provides students with significant opportunities for collaboration and leadership, including mentorship and community engagement. Also, weekend design charrettes encourage interdisciplinary collaboration with students from throughout the university as well as community stakeholders.
- B. Design:** This perspective is addressed in the program's closely coordinated and sequentially organized studio courses. Each of the program's six identified studio levels is coordinated by a full-time faculty member to ensure consistency across sections. The studio assignments are sequentially organized with increasing levels of complexity to encourage exposure to and the exploration of a wide range of pertinent design topics. These topics include site, program, building systems, and environmental stewardship. Furthermore, each studio sequence is coordinated with related and required lecture and seminar courses to enhance the students' learning experience.
- C. Professional Opportunity:** The program's experiential-based learning model ensures several years of professional work experience before graduation. Therefore, the graduates of the

program have a broad understanding of the demands and opportunities of professional practice. This is reinforced by the program's participation in the Integrated Path to Architectural Licensure (IPAL) program and a faculty that is largely drawn from the ranks of Philadelphia's professional community.

- D. **Stewardship of the Environment:** The program seeks to address this perspective not in a single dedicated course but across the curriculum in both studio and lecture/seminar courses. Specifically, each of the six studio sequences addresses this perspective with increasing complexity from year to year. In addition, the program offers a minor in sustainability to students who wish to pursue the subject in greater depth.
- E. **Community and Social Responsibility:** The program offers wide-ranging opportunities for community and social engagement. These include a university-required freshman Civic Engagement course, design charrettes focused on community betterment, a community-based design-build project, and a faculty whose record of community and social engagement sets an example for the students. The program's curricular engagement with community and social engagement is further evidenced by a preponderance of final projects that have the subject as a focus.

**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 APR addresses the architecture program's methods of accomplishing Long-Range Planning. An articulation of raising the caliber of student skills, while not increasing numbers of incoming students, is clear and being implemented. The faculty and administration's commitment to continuous, multi-year planning is present.

**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:** Based on the information presented in the APR, the architecture program demonstrated that it regularly assesses how well the program is progressing toward its mission and

stated objectives listed in the APR. Based on the experiential evidence in supplement to the body of evidence prepared for the visit, it depicts a direct reflection and progress toward these goals.

The increase in diversity of teaching faculty is evidence of progress toward long-term goals set by the architecture program. Their goal to increase enrollment in the architecture program's PTE option was facilitated by the creation of the 2 + 4 option.

The Cause of Concern in the previous APR has all been addressed and resolved. Faculty meet weekly before classes to discuss changes and adjustments, to promote student success.

## 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:** Evidence from the APR demonstrates requirements for faculty résumés (APR page 34), course and faculty matrix (APR page 44); the program has a tenure and promotion policy, listed benefits and support for adjunct professors (APR page 45.) All adjunct faculty are currently practicing, maintaining their relevance to the profession. Full-time faculty are offered funds to attend conferences and professional development opportunities (APR page 42). Evidence of faculty research was on exhibit.

**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.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, on-site, or hybrid formats have on digital and physical resources.

#### [x] Described

**2018 Team Assessment:** The facilities in the URBN Center support and encourage studio-based learning. In the first two years of the 2 + 4 option, full-time students have dedicated studio space while PTE option students share co-working studio space.

The makerspace facility is currently located between disciplines and serves as a crossroads and a hub of activity that is visible due to its position and transparency. Computer labs, printing facilities, and a wood-metal shop are available for all students to use.

The program's relocation to the URBN Center in 2012 has been a vast improvement to the ability of the architecture program's ability to support and enhance the student learning experience.

Full-time faculty are provided offices that are appropriate for all required activities. There is no evidence of adjunct faculty support spaces or shared offices.

Information resources (physical and virtual) appear to be convenient and up-to-date.

Studio space is presently at full capacity.

**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 provided evidence of parity in fiscal allocation between the architecture program and the other professional programs at the university.

Based on the documents provided, the program budget has seen an incremental increase since the last accreditation visit. Adjunct faculty salaries were increased from \$650/credit to \$900/credit, based on rank, to \$1,000/credit for all adjunct faculty.

Prior to the compensation adjustments salaries were based on a range, starting at \$650 for adjunct instructors to \$900 for adjunct (full) professors. In addition, the program has made one tenure-track appointment and two full-time teaching appointments since the last visit, raising the number of full-time faculty to eight.

The university is currently transitioning from a legacy budgeting system to Responsibility Centered Management (RCM) system. This transition has its fiscal uncertainties for the program. The university and the program have seen sharp enrollment increases this academic year. The program's operating budget has not received a commensurate adjustment, and is slightly reduced in AY 2017-18 over the previous school year.

Based on the evidence provided, the team believes the available financial resources are appropriate to support student learning and achievement.

**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:** Significant improvements have been made related to this Condition since the 2012 visit. Faculty, students and staff now enjoy a work environment supported by impressive digital technologies, made possible by multiyear investments in hardware-software and support staff members.

The team was impressed with over 700,000 volumes and other materials in four campus libraries available to the architecture students. They have 28,843 architecture-related volumes and are continuing purchases. There is a dedicated research librarian for the Westphal College. This condition is **Met with Distinction**.

**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:** The recently renamed Department of Architecture, Design and Urbanism has been a part of the Antoinette Westphal College of Media Arts & Design. The organizational charts of the college, the Department of Architecture, Design & Urbanism, and the architecture program are provided in the APR.

The program's full-time faculty are active in governance at the college level, and the college is active at the university level.

The architecture program also adopted an open-door policy for students to provide input, and the program maintains basic communications streamlined through email and AIAS to inform students of any changes.

## 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 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 ability level was found in student work prepared for ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III) for 2+4 and PTE.

**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 ability level was found in student work prepared for ARCH 495 (ARCH 498 PTE), Senior Project III (Thesis III) for 2+4 and PTE.

**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 363, STUDIO 6-3, and ARCH 495 (ARCH 498 PTE), Senior Project III (Thesis III).

**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 362, STUDIO 6-2, and ARCH 495 (ARCH 498 PTE), Senior Project III (Thesis III).

**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 108 - Foundation Design II, ARCH 181 - STUDIO 1A, and ARCH 381 (ARCH 241) Architecture Studio 3A.

**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 381 (ARCH 241) Architecture Studio 3A, ARCH 363 Studio 6-3, ARCH 181 Architecture Studio 1A and ARCH 108 Foundation Studio II.

**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 ARCH 141 - Architecture & Society I, ARCH 142 - Architecture & Society II, and ARCH 143 - Architecture & Society III.

**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 141 - Architecture & Society I, PHIL 317 Ethics & The Design Profession.

**Realm A. General Team Commentary:** The student projects that the team reviewed indicate the students are able to use a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, drawing, and model making. Students are capable of building abstract relationships, and they understand the impact of ideas based on the research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts.

Student projects indicate that their educational experience is sufficiently broad with an emphasis on valuing lifelong inquisitiveness. They appear to have sufficient comprehension of people, place, and context, and are adequately prepared to recognize the disparate needs of client, community, and society.

**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 431- Architectural Programming, and ARCH 495, Senior Project III.

**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] Not Met

**2018 Team Assessment:** Evidence of students' *ability* to respond to the urban context and developmental patterning, historical fabric, soil, and building orientation is readily found in student work prepared for ARCH 352, STUDIO 5-2; however, evidence of ability to respond to topography, ecology, and climate is not present in student work prepared for ARCH 382 (ARCH 242) Architecture Studio 3B.

**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 361 Studio 6-1, ARCH 336 Professional Practice II and ARCH 353 Studio 5-3.

**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 362 Studio 6-2, ARCH 363 Studio 6-3, ARCH 494 (ARCH 497 PTE) - Senior Project II (Thesis II) and ARCH 170 Architectural Technology I.

**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 ability level was found in student work prepared for in ARCH 170 (ARCH 161) Architectural Technology I (gravitational, lateral, seismic forces) and in ARCH 363 Studio 6-3 (structural system selection).

**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 ability level was found in student work prepared for ARCH 261 Environmental Systems I (active heating and cooling, indoor air quality), ARCH 263 - Environmental Systems II (lighting systems), ARCH 363 - Studio 6-3 (daylighting, passive cooling, solar systems), ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III) (natural ventilation), and acoustic ability was demonstrated in ARCH 352 - Studio 5-2.

**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 of understanding the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, durability, and energy and material resources was found in student work prepared for ARCH 361 - Studio 6-1.

**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 170 Architectural Technology I, and ARCH 172 Architectural Technology II.

**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 understanding level was found primarily in ARCH 261, Environmental Systems I; ARCH 262, Environmental Systems II; and ARCH 263, Environmental Systems III and in addition, vertical transportation and security principles were found in ARCH 363, Studio 6-3.

**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 understanding level was found primarily in ARCH 361, Studio 6-1, with additional evidence found in ARCH 335, Professional Practice I.

**Realm B. General Team Commentary:** Based on the student projects presented to the visiting team, the students comprehend the technical aspects of design, systems, and materials, with the exception of B.2 Site Design, which was found to be Not Met.

**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 Understanding level was found primarily in ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III).

**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 362 - Studio 6-2.

**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] Not Met**

**2018 Team Assessment:** The team found consistent evidence of student ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, site conditions, environmental systems, and building envelope systems and assemblies in Arch 363 – Studio 6-3 and ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III). However, the team did not find consistent evidence of student ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of structural systems, accessibility, life safety, and technical documentation in Arch 363 – Studio 6-3 and ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III).

**Realm C. General Team Commentary:** The team reviewed evidence of student achievement from Arch 361, 362, 363 – Studio 6 and ARCH 495 (ARCH 498 PTE) - Senior Project III (Thesis III). The team found consistent evidence of student achievement at the required level in SPC C.1 and C.2. However, the team did not find consistent evidence of student achievement at the required level in C.3, Integrative Design. The student projects reviewed comprised complex and large-scale building programs in various building sites and urban conditions. The reviewed projects did not consistently demonstrate the ability to broadly integrate the various required components of C.3 – specifically the required integration of structural systems, accessibility, life safety, and technical documentation.

**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 335, Professional Practice I and PHIL 317 Ethics and the Design Professions.

**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 understanding level was found in student work prepared for ARCH 335 – Professional Practice I (selecting consultants and assembling teams, identifying work plans, time requirements, and project schedules). Additional evidence of project schedules and project delivery methods was found in evidence prepared for ARCH 336 – Professional Practice II.

**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 335 Professional Practice I, ARCH 336 Professional Practice II.

**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 335 Professional Practice I and ARCH 336 Professional Practice.

**D.5 Professional Conduct:** *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 understanding level was found primarily in PHIL 317, Ethics & The Design Profession, with additional evidence found in ARCH 335, Professional Practice I.

This SPC was **Met with Distinction**.

<p><b>Realm D. General Team Commentary:</b> All SPC are met in Realm D as students demonstrated a clear understanding of stakeholders' roles, project and business management, legal considerations, and ethical behavior. SPC D.5 Professional Conduct was Met with Distinction.</p>
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## 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:** Based on the information provided in the APR and the Drexel University website, Drexel University is accredited by the Middle States Commission on Higher Education (MSCHE). This information is confirmed by the MSCHE website.

**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 program offers two paths to a B. Arch. degree: The 2+4 option and the part-time evening option. Each path requires the completion of a minimum of 227 quarter credit hours for graduation. The differences between these two paths and the curricular requirements for each are clearly articulated on the program's website, as well as in the APR. The curricular requirements for both paths include professional studies, general studies, and optional studies.

### 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:** The program has a clear and thorough process in place for the evaluation of the preparatory education of students transferring into the program. The process is specified in the APR, the program's website, and the university admissions office website. Further documentation was found during the team visit.

Students applying to the part-time evening option must have completed a minimum of 24 semester college credits (36 quarter credits) from a regionally accredited institution. Applicants with less than this number of credits are required to submit a high school transcript and SAT or ACT scores.

The program requires students to submit syllabi, work product, and a transcript indicating that they received a 2.0 minimum (C or higher) in the class for which transfer credit is requested. The architecture program evaluates all prior non-general education course work to determine if it meets the standards of the Drexel architecture curriculum. This process has been conducted by the assistant program director, by the program director, and by other architecture faculty members.

A transfer review committee, consisting of full-time faculty representatives, to evaluate studio, representation, history/theory and technical courses will assume this responsibility in the near future. A college academic advisor evaluates all general education transfer credits for conformity to university standards. Once admitted, the progress of transfer students is closely monitored by the program Director.

This condition is **Met with Distinction**.

## 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 statement appears verbatim on the architecture program website listed under the title “Accreditation Information.”

Source: <http://drexel.edu/westphal/academics/undergraduate/ARCH/>

### 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:

*2014 NAAB Conditions for Accreditation*

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

*NAAB Procedures for Accreditation* (edition currently in effect)

**[x] Met**

**2018 Team Assessment:** *The 2015 NAAB Procedures for Accreditation, 2014 and 2009 NAAB Conditions for Accreditation* are published on the Drexel architecture program website.

Source:

<http://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/>

### 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:** Job opportunities are published on the Drexel architecture program website. They include job listings, a link to AIA Philadelphia, the AIA Compensation Report Survey, and information for firms seeking interns.

Source: <http://drexel.edu/westphal/academics/undergraduate/ARCH/Opportunities/#o2>

### 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.<sup>[1]</sup>
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

**[x] Met**

**2018 Team Assessment:** There were no Interim Progress Reports to display. The 2011 APR, 2012 VTR, and NAAB decision letter from their last accreditation cycle were on the Drexel architecture program website.

Source:

<http://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/ArchAccreditation/>

**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. HYPERLINK "http://cadc.auburn.edu/architecture/architecture-degrees-programs/architecture-program"

**[x] Met**

**2018 Team Assessment:** The pass rates of the ARE 3.1 and ARE 4.0 are published on the Drexel architecture program website. There is also a link to the NCARB ARE pass rates.

Source: <http://drexel.edu/westphal/academics/undergraduate/ARCH/Resources/#R5>

**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 preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

**[x] Met**

**2018 Team Assessment:** The following documents are available on the university website: application forms and instructions, admission requirements, admission decision procedures, and decisions regarding remediation and advanced standing; the forms and process for the evaluation of

professional degree content, requirements; and forms for applying for financial aid and scholarships and student diversity initiatives.

The architecture program administers the application review process. They review and evaluate all individual applications vetted by the Admission Office for completion. They also terminated a VIP application process and only accept common admission applications since 2015. The application process is primarily digital and does not require in-person interviews. The application instructions for both freshman and transfer admissions and financial aid information are published on the university website.

The architecture program also has counseling to assist students in achieving their academic goals. Staff are available for walk-ins or by appointment throughout the week. Additionally, student services staff can be reached by other methods. The office hours and the staff's contact information are available on the website.

#### **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:** In addition to the financial aid information posted on the university website, the architecture program also participates in recruiting and Open House events to describe the tuition structure required to complete the Bachelor of Architecture degree at Drexel, for both the 2+4 and the PTE options.

A statement of estimated total costs for attending the program was found online, and the information is available to prospective students for the 2018-2019 academic year. An estimate for fees, books, general supplies, and specialized materials can also be found on the architecture program website. The team also found evidence that the financial aid counseling is offered to students by faculty members and the program director on an as-needed basis.

Generally, students are not aware of the financial implications of shifting from full-time to part-time enrollment.

**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 has submitted the required Annual Statistical Reports in the format required by the NAAB Procedures for Accreditation. The reports have been included in the 2018 APR.

**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 did not have to submit Interim Progress Reports, since no conditions were identified as not met in the 2012 VTR.

**IV. Appendices:**

**Appendix 1. Conditions Met with Distinction**

I.2.4 Information Resources. The visiting team was impressed with the relatively rapid change in technological and related support staffing advances vis-à-vis this issue noted as a Cause of Concern in the 2012 VTR, and also how well it supports “distance learning” for all students and faculty involved in the PTE course work.

II.1.1 D.5 Professional Conduct. The visiting team was impressed with the rigorous content of the professional practice and ethics courses.

II.3 Evaluation of Preparatory Education. The visiting team was impressed with the rigorous systematic evaluation methods and follow up of transfer students.

**Appendix 2. Team SPC Matrix**



### Appendix 3. The Visiting Team

#### **Team Chair, Representing the AIA**

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#### **Representing the AIAS**

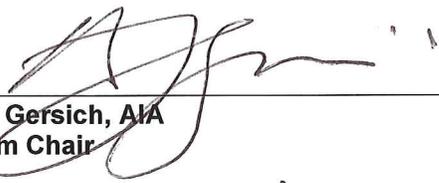
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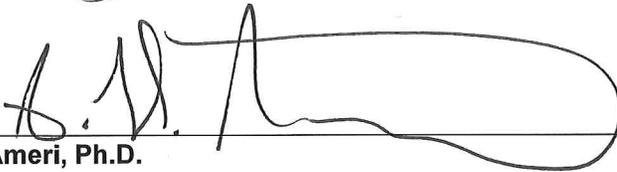
**V. Report Signatures**

Respectfully Submitted,



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**A.J. Gersich, AIA  
Team Chair**



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**Amir Ameri, Ph.D.  
Team Member**



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**Yu-Ngok Lo, AIA, LEED AP  
Team Member**



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**Elizabeth Seidel  
Team Member**



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**Cameron MacTavish  
Non-Voting Team Member**



DREXEL UNIVERSITY

Antoinette Westphal  
College of Media Arts & Design

Alan Greenberger  
Department of Architecture, Design & Urbanism

May 24, 2018

Ellen Cathey  
Associate Director  
National Architectural Accreditation Board  
1101 Connecticut Avenue NW, Suite 410  
Washington, D.C. 20036

Re: Drexel University Draft Visiting Team Report

Dear Ms. Cathey,

We would like to amend our report back to you regarding comments on the Draft Visiting Team Report (VTR), sent to us on May 14, 2018. In general, we had an excellent visit from the Accreditation Team in February and were pleased with the Draft VTR.

However, one of our faculty members – Daniel Chung - who is responsible for overseeing the Integrated Design Studio, shared with us his concerns on the team's assessment of Criterion C3 being 'Not Met'. We have tremendous regard for Professor Chung and did not feel that it would be appropriate to leave his concerns unaddressed. He writes:

*As stated in Drexel University's Architecture Program Report (APR page 70, October 2017):*

*"ARCH 361, 362, 363 are the comprehensive design studio and focus specifically on the practice of integrated architectural solutions. Understanding of criteria C.1 and ability in criteria C.2 and C.3 are demonstrated through weekly analysis and design exercises."*

*The architecture faculty at Drexel University would like to submit corrections of fact in regards to the following statement found within the Visiting Team Report as it pertains to Student Performance Criteria C.3 Integrative Design and that the condition was not met.*

*"... the team did not find consistent evidence of student ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of structural systems, accessibility, life safety, and technical documentation in ARCH 363-Studio 6-3..."*

*This statement appears to be incorrect based on the following:*

- 1. Statements made within the Visiting Team Report for B.3 Codes and Regulations (which includes life-safety and accessibility), B.4 Technical Documentation, and B.5 Structural Systems explicitly state that "Evidence of student achievement at the prescribed level was found in student work prepared for" either ARCH 361, ARCH 362, and/or ARCH 363."*

2. The NAAB team training guidelines for C.3 Integrative Design state that:
- a. *“Programs are not required to demonstrate evidence of integration of all issues (i.e., environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies) simultaneously in single projects.”*
  - b. *“Integrative design may be taught in single studios, or over multiple courses ... Programs are encouraged to explore the best format for achieving this SPC. This must be described in the APR.”*

*Since the APR clearly states that ARCH 361, ARCH 362, and ARCH 363 are the comprehensive design studio and that this sequence of courses have been specifically focused on C.1, C.2 and C.3 this should meet the NAAB team training guidelines of being “described in the APR”. In addition since the Visiting Team Report found the Student Performance Criteria of B.3, B.4, and B.5 as being met via evidence from either ARCH 361, ARCH 362, and/or ARCH 363 then the conditions for meeting C.3 should be met within the courses listed in the APR.*

We would appreciate your relaying Professor’s Chung’s concerns to the the Team Chair, Jim Gersich, for any comment or follow-up. We are happy to discuss this with him as necessary.

Thank you again for your assistance in this process. We are especially appreciative of the professionalism of the visiting team and of you and your colleagues at NAAB.

Sincerely,



Alan Greenberger FAIA  
Department Head and Distinguished Teaching Professor

cc: Ulrike Altenmuller-Lewis, Program Director and Associate Professor