National Architectural Accrediting Board, Inc.

August 5, 2013

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DEAN'S OFFICE

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Dear President Salovey:

At the July 2013 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the Yale University, School of Architecture.

As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of accreditation.

This new, maximum term of accreditation was approved by the NAAB in March 2013 and put into effect for all decisions made after July 1, 2013.

The accreditation term is effective January 1, 2013. The program is scheduled for its next accreditation visit in 2016.

Continuing accreditation is subject to two reporting requirements.

First, all program must submit Annual Statistical Reports (see Section 10, of the *NAAB Procedures* for Accreditation, 2012 Edition, **Amended**). This report captures statistical information on the institution and the program.

Second, any program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11, of *The 2012 NAAB Procedures.* The next statistical report is due November 30, 2013; the first interim progress report is due November 2015. Please see (Sections 10 and 11 of the *NAAB Procedures for Accreditation*, 2012 Edition, **Amended**).

Finally, under the terms of the 2012 *Procedures for Accreditation,* programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 3, Paragraph 8 (page 22), for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Theodore C. Landsmark, M. Env.D., J.D., DFA (Hon)., Ph.D.
President

cc: Robert A.M. Stern, Dean ✓
Wendy Ornelas, FAIA, Visiting Team Chair
Visiting Team Members

Enc.

Yale University
School of Architecture

Visiting Team Report

M. Arch. (Undergraduate degree + 108 graduate credit hours)

The National Architectural Accrediting Board
3 April 2013

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

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The team would like to thank the Yale School of Architecture, Dean Stern, the administration, faculty and students for their enormous efforts in preparing for the accreditation visit. We appreciate your gracious hospitality.

We applaud the dean's leadership, energy and sustained enthusiasm, which has inspired faculty, encouraged students, and dramatically enhanced the professional program at Yale. His commitment and ability to raise endowments ensures the program's legacy. The successful completion of the restoration of Rudolph Hall and the construction of Loria Center under his tenure have improved the education, and raised the spirit of students and faculty alike. The dean's mission to foster a sense of community and collaboration is evident throughout the school.

The program's core values are consistently understood by all constituents of the YSOA. A respectful environment and broad appreciation for each other's talents, opinions, and contributions lead to a unique culture in the school. It is clear that students learn to think and communicate precisely.

Yale students describe themselves as competitive yet collegial. The M Arch I students' diverse backgrounds create a strong intellectual community. The program's commitment to an educational model of instruction by exceptional practicing professionals fosters an entrepreneurial spirit among its graduates.

The president, president-elect and the provost understand and appreciate the legacy YSOA contributes to Yale's fine arts programs. Even as they encouraged a stronger interaction between the graduate and undergraduate programs, the president noted that architecture is thriving and has increased its global reach. The president's interest in and support for the program's initiatives contribute to a world-class school of architecture at Yale.

2. Conditions Not Met

I.1.4 Long-Range Planning
II.2.2 Professional Degrees and Curriculum

3. Causes of Concern

Succession of the dean: The team understands from conversations with the school and university administration that the current dean's tenure will end in 2016, at the conclusion of the centennial anniversary of the Yale School of Architecture. Times of leadership transition are critical to any organization, but especially when so much of the program's vision and success have been so closely aligned with the current dean.

4. Progress Since the Previous Site Visit (2007)

2004 Condition 3, Public Information: *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the* NAAB Conditions for Accreditation, *Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the* NAAB Conditions for Accreditation.

Previous Team Report (2007): A statement regarding NAAB is included in the graduate

catalogue, but it is not the exact language found in the NAAB Conditions for Accreditation, Appendix A. Also, the Appendix A statement is not included in the undergraduate catalogue under the discussion of the architecture major. None of the other school program publications include the NAAB statement. There was until recently a link to the NAAB web page. The school plans to promptly restore the link. The school does not clearly inform students of how to access the NAAB Conditions for Accreditation. This condition is not met.

> **2013 Visiting Team Assessment:** This condition has been corrected in the printed graduate catalogue and on the YSOA web site in the graduate and undergraduate description. The text was reviewed for accuracy to the required NAAB language and the link to the NAAB web site for access to the Conditions for Accreditation.

2004 Criterion 13.9, Non-Western Traditions: Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2007): This criterion is not met. The program provides numerous opportunities for contact and understanding of non-western traditions including lectures, travel, seminars, dinners with visiting lecturers and the international diversity of the student body. However, none of these opportunities are mandatory or contained in a required course. Three out of forty- five electives contain some non-western traditions materials and the APR states that students are encouraged to take one of these electives. However, no tracking of student compliance with this recommendation is undertaken and when the students were asked how many had taken any course with non-western traditions the response was minimal.

> **2013 Visiting Team Assessment:** This student performance criterion has been corrected. This criterion is now folded into A.9, Historical Traditions and Global Culture. The team was initially concerned the program was still relying on electives to meet this objective rather than embedding it in the required course work. However, upon detailed review of specific lecture content and student papers from 3011 Modern Architecture, 3022 Architectural Theory II, as well as 4011 Introduction to Urban Design, it is clear that the program has made a concerted effort to weave Historical Traditions and Global Culture throughout the program. The team found additional evidence in the wide range of global precedents cited for projects in the Design Studio (1021 and 1022).

2004 Criterion 13.14, Accessibility: Ability to *design both site and building to accommodate individuals with varying physical abilities*

Previous Team Report (2007): This criterion is not met. The team did not find evidence that the students demonstrated the ability or even a full understanding of accessibility and ADA. There was no consistent demonstration of accessible sites, parking, routes (exterior and interior) or toilet facilities

> **2013 Visiting Team Assessment:** This student performance criterion has been corrected. In response to the 2007 VTR, YSOA made strategic curriculum modifications. Evidence of the students' ability to address accessibility is now woven throughout the curricula. 1012 Design Studio and 1013 Building Project address site and building design issues at the residential scale, while 1021 Design Studio and 2022 Systems Integration focus on the related codes and egress requirements for larger, urban-scaled projects.

2004 Criterion 13.16, Program Preparation: Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

Previous Team Report (2007): This criterion is not met. Many aspects of program preparation are discussed in design studios and one characteristic, applicable laws and standards, is thoroughly analyzed in course work. However, there is no evidence of any comprehensive program preparation document(s) that cover even a majority of the assessment parameters.

2013 Visiting Team Assessment: This student performance criterion has been corrected. In response to the 2007 VTR, YSOA made strategic curriculum modifications. Evidence of the student's ability to perform key pre-design activities of program analysis and development, site analysis, zoning and code analyses is found initially in the exhibits for 1012 Design Studio and the 1013 Building Project. Students in 4021 Introduction to Planning and Development then produce detailed development programs.

II. Compliance with the Conditions for Accreditation

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

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

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

2013 Team Assessment: As evidenced through the APR, documents provided in the team room and through the meetings with the faculty, dean, provost and university president, the Yale School of Architecture (YSOA) is a key component to the diversity and value of the university as an institution of higher learning. Yale benefits from the intellectual curiosity and professional accomplishments, diversity and general caliber of faculty and students. Conversely, the student and faculty benefit from the considerable resources of the university, its physical amenities, and legacy and traditions.

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of 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 non-traditional.*

  Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

  Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

2013 Team Assessment: The YSOA has demonstrated a culture of positive learning and a culturally rich environment, which is respectful and socially equitable. This culture is evident not only in the school, but across the university. The team found evidence of this in the documentation in the exhibit of student and faculty work, as well as during observations of studio pin-ups, lectures, and team interviews with the various groups of administrators, faculty and students. The passion and vision of the program was remarkably consistent throughout each segment of the constituents. Each of the members of the YSOA community clearly places a high value on the culture and legacy of the school, the respective talents and contributions of their colleagues, and enviable resources of the institution.

***I.1.3 Response to the Five Perspectives**: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

A. **Architectural Education and the Academic Community**. That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.[1] In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2013 Team Assessment: YSOA is one of four professional schools of fine arts on the Yale campus. The graduate program has a much higher lever of prestige than does the undergraduate through the increasing global visibility acquired through visiting faculty to the school. While the undergraduate program is thriving, it is not seen as important as the schools of art, drama and music. President Levin sees a need for increased interaction between the undergraduate and graduate students to raise the reputation of the younger cohort.

The legacy of Yale's faculty is to be practitioners, rather than academics. The relationship of faculty to the school is a unique model within the university system. YSOA has a tradition of teaching architecture through the examples of its faculty. The legacy of the school through this master/student system is clearly the most visible aspect of the M Arch I program. As such the faculty win numerous awards, and write books, but do not tend to share their expertise within the larger academic community. Both the dean and the president see a need to find the means to strengthen funding for faculty research. Through an increase in the sharing of research, the visibility of Yale faculty across the country will rise beyond the practice of architecture.

Students engage across campus through joint degrees in management, and forestry and environmental studies. Since 1967 first-year students have participated in the Vlock Building Project in which they design and then build a single-family house in an economically depressed neighborhood of New Haven.

B. **Architectural Education and Students**. That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2013 Team Assessment: The team finds students to be prepared in a variety of ways to become active members in the global society. Students learn how to become engaged citizens particularly through studio course work 1021 and 1022 Architecture Design, as well as a diverse range of extracurricular activities including travel to multiple locations around the world via advanced studios.

C. **Architectural Education and the Regulatory Environment**. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship

[1] See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2013 Team Assessment: The M Arch I degree curriculum is structured to provide students entering the program (with architecture and non-architecture backgrounds) with thorough preparation for careers as architects. The school emphasizes the importance of being educated by leading practitioners who maintain active practices, complemented by ongoing debate on the state of architecture practice through the studio and lecture series. The recently completed alumni survey notes that of Yale graduates between 1987 and 2012, 84% are working full-time, 79% in building-related fields with 49% licensed.

A majority of students at the school indicate that they expect to become practitioners and understand the path to licensure, including the requirements of accredited education coupled with the IDP experience. A majority of the first through third-year students indicated that they were enrolled in IDP. Phillip Bernstein, the IDP educator coordinator, is clearly identified by the students as the "go to" advisor for understanding of and initial fulfillment of IDP requirements.

Mr. Bernstein's required course "Architectural Practice and Management" introduces students to fundamental issues of architecture practice commonly learned outside the realm of academia. Employing a rational and focused approach, concepts such as project and practice management, ethics and professional judgment, governing principles that establish competency, and architecture licensure as it regulates practice are explored and reflected upon through structured assignments.

Students' preparation for entering practice is further supported by an exemplary Career Services program, which provides advisement, professional portfolio review, panel discussions, coaching, and recruitment opportunities with numerous firms.

D. **Architectural Education and the Profession**. That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2013 Team Assessment: The YSOA is responsive to this perspective through its broad and diverse curriculum and faculty. This is particularly evidenced in documentation and exhibits for required courses 1012 Architectural Design, 1013 Building Project, and 2021 Environmental Design. In addition to specific course work, the very structure of the program bridges the academy and practice through the extensive number of accomplished registered and practicing architects who serve as role models for the various pathways to licensure and practice.

E. **Architectural Education and the Public Good**. That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the

architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2013 Team Assessment: The first-year building project results in a single-family house designed and constructed by the students in an economically depressed New Haven neighborhood. This project exemplifies Yale's commitment to educating students to be socially responsible citizens. 2021 Environmental Design explores the environmental and social challenges of global climatic impacts on building form. Finally, Yale sponsors a lecture series on a wide range of topics and maintains a unique exhibitions gallery in which it curates special exhibitions. Both the lecture series and the gallery are widely advertised and open to the public.

***I.1.4 Long-Range Planning**: An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes do not meet the standards as set by the NAAB.

2013 Team Assessment: Despite the current strengths and admirable legacy of the program, the team could not find evidence of requisite long-range planning strategies and processes by which the program identifies its objectives for continuous improvement. Planning appears to occur ad hoc and at the discretion of a few key individuals. Given the lack of a broadly informed and clearly organized process for planning and implementation, the strengths and assets of the existing program are at risk of loss when the current leadership is transferred.

***I.1.5 Self-Assessment Procedures**: The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
    - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
    - *Individual course evaluations.*
    - *Review and assessment of the focus and pedagogy of the program.*
    - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2013 Team Assessment: Evidence through presentations and meetings with faculty and staff shows that self-assessment is present at the YSOA through various committees (curriculum, in particular). Though the committee structure needs to be strengthened through a more robust shared governance system, self-assessment is working by vocal students having discussions with faculty, aimed at improving the

curriculum and coordination between design studios and other courses. Statements by the dean emphasized the role and importance of the faculty in improving teaching methods. The team also notes various initiatives have been launched in recent years including supporting students' interests in foreign travel associated with advanced studio course work; a more coordinated visualization sequence; a pass/low pass/fail grading system; and having the lottery system only in the advanced studio sequence.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions*[2].
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2013 Team Assessment: This objective is met. The team found extensive and diverse human resources applied to the operation and fulfillment of the YSOA program vision. Although administrative assignments are fluidly distributed among the full-time, tenured and part-time, adjunct faculty, they appear to be done so with equity. The quality of the individual faculty's creative and academic work demonstrates the positive culture in which they both teach and pursue individual professional development. Phil Bernstein, the IDP educator coordinator, is well trained in the issues of IDP, highly engaged with the student body, and clearly passionate about the profession and practice of architecture.

- *Students:*
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

2013 Team Assessment: This objective is met. The team was provided evidence of a well-organized and clearly delineated admissions review program, involving a faculty-led committee and support staff. Through the use of an internal software program, the committee is able to securely organize, review, comment, and track candidates throughout the application process. The diversity and quality of the individual student creative and academic work demonstrates the positive culture in which they both learn and contribute to the overall vibrancy of the program.

[2] A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

  [X] Administrative Structure is adequate for the program

  2013 Team Assessment: The team's meeting with the university president confirmed he allows the dean to set broad parameters of the program. The university and school organizational chart was provided in the APR.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

  [X] Governance opportunities are adequate for the program

  2013 Team Assessment: YSOA maintains a robust committee structure composed of faculty members and, in some cases, elected student representatives to formulate and implement policies governing the school.

***I.2.3 Physical Resources**: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2013 Team Assessment: The physical facilities are met with distinction. The newly renovated Paul Rudolf Hall provides the school an apt environment for architecture students to engage in a studio-learning environment. The school offers constantly updated computers and digital imaging supplies that allow students to use any one of a large selection of software. The fabrications lab supports the program's needs and is an outstanding example of providing a variety of high-end machines and tools capable of meeting any student needs.

***I.2.4 Financial Resources**: An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2013 Team Assessment: In the last three years the school has had stable support from the university. In addition to securing substantial resources to renovate Rudolph Hall, the school has been able to secure numerous endowed chairs since the previous accreditation visit. Dean Stern's fund-raising efforts have helped provide additional scholarships for students in a time when tuition has increased nearly 140% since 2007. During this period, student support has gone up 160%. The school has also been able to increase its per student expenditure in an effort to balance the increase of fees and tuition.

The dean's long-range fund-raising efforts include securing endowments for student financial aid, the Rome seminar, additional endowed chairs, and funds for faculty research and projects.

***I.2.5 Information Resources**: The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information Resources are adequate for the program

2013 Team Assessment: The information resources available to Yale School of Architecture student and faculty are entirely adequate to support scholarly research and professional development. The Robert B. Haas Family Arts Library directly supports the YSOA through the Art & Architecture Library. Located in the connector between the Art and Architecture Building (Paul Rudolph Hall) and the Arts Building (Loria Center), the information resources are proximate to and immediately available to the YSOA. In addition to the recently renovated reading rooms, the Art and Architecture Library has three student group work rooms equipped with current technology, a large digital teaching room, and display area for rotating exhibitions. Information about the collections and services is publicized on the library web site. While students can access the library and most of its collections digitally via the VPN connection, the library is heavily used.

Of the 84,000 architecture-specific volumes in the Yale University Library system, approximately 38,500 reside in the Haas Family Arts Library. In addition to the printed volumes, students and faculty have access to electronic indexes, including the Avery Index, Art Index Retrospective, Art Index Full Text, and Design and Applied Arts Index. Visual resources have increased significantly over the past five years. Mass digitization of the slide/photograph collection was completed in 2008, resulting in a digital teaching collection of over 300,000 images. Image banks such as ARTstor and Archivision increase the image collection by over 130,000 in the past year alone.

The director of Arts Area Libraries and/or the library's art and architecture subject specialists regularly attend YSOA monthly faculty meetings and meet with the dean and faculty to be sure that the library meets the expectations of the students and faculty. Student and faculty material recommendations/ requests are typically accommodated, with the subject area specialist having direct authority to make purchases.

Professional library staff regularly conducts library orientation sessions for incoming students, provides research assistance to faculty and students conducting independent research, and provides reference services.

Students' primary complaint was a desire for extended evening and weekend hours. In 2013 full operating funds for the Arts and Architecture Library were restored to 2008 levels, enabling the planned hiring of one additional subject area specialist dedicated to architecture program and planned extension of library hours on weekday evenings and weekends.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports[3]***.*** *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*

- *Program faculty characteristics*
  - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2013 Team Assessment: Information was provided through the APR with the most current information provided by the NAAB.

I.3.2. Annual Reports*: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the* NAAB Responses *to the annual reports.*

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses *to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the* Focused

[3] In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2013 Team Assessment: The annual report was in general provided, although not all the information asked for was included. The associate dean provided supplemental information not shown in the most current annual report on-site.

I.3.3 Faculty Credentials*: The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit[4] that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2013 Team Assessment: The team found the faculty to be diverse, talented, highly qualified, and passionately engaged in architectural education. This was consistently evident throughout the faculty from part-time critics, lecturers, adjuncts, "ladder" tenure–track to fully tenured professors. The faculty is cohesive, respectful of one another, and committed to the overall vision and culture of the YSOA program. Of particular note is the YSOA faculty structure in which a high percentage of registered and practicing architects provide role models for the various pathways to licensure and practice. Faculty is widely recognized for their creative and scholarly activities.

[4] The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW
The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2013 Team Assessment: The required documents were provided and cover the broad range of policies requested.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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

Realm A: Critical Thinking and Representation:
Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

A.1. Communication Skills: *Ability to* read, write, speak and listen effectively.

[X] Met

2013 Team Assessment: The team found the students to be articulate, well read, and able to communicate clearly in a written format [3011 Modern Architecture]. The program provides an additional workshop through the communications department, which films and then critiques the student's formal presentations.

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

2013 Team Assessment: The Design Thinking Skills criterion is evident in several architecture design studios including 1011, 1012, and 1021. Students are expected to test numerous alternatives and develop thoughtful and reasoned solutions.

A. 3. Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

[X] Met

2013 Team Assessment: This area is met with distinction; the visualization courses use both traditional graphic media and the ever-evolving digital realm. The fundamental skills of hand drawing are taught in 1001 Visualization I, which then carry into the digital realm in subsequent courses 1015 Visualization II, 1016 Visualization III, and 1017 Visualization IV. Design studios (1021 & 1022) also clearly demonstrate a strong grasp of the programming and design process.

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

[X] Met

2013 Team Assessment: Technical documentation is shown through 1013 Building Project in which the drawings are completed as a team and the project is subsequently built by the studio's students. Additional components are reflected through 1022 Systems Integration.

A.5. Investigative Skills: *Ability to* gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

[X] Met

2013 Team Assessment: This criterion is met in the 3022 Architectural Theory, which requires students to write detailed papers resulting in the comparison of multiple sources during the investigation of their topic.

A. 6. Fundamental Design Skills: *Ability to* effectively use basic architectural and environmental principles in design.

[X] Met

2013 Team Assessment: Evidence found in 1011 Architectural Design shows that students can clearly and effectively explore and illustrate these skills.

A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

[X] Met

2013 Team Assessment: The Use of Precedents is met with distinction through 1018 Formal Analysis and 4011 Introduction to Urban Design. Students have a clear knowledge and ability to assess precedents through analysis of canonical buildings in the formal analysis course, and analytical case studies of cities across the globe in the urban design course.

A. 8. Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

[X] Met

2013 Team Assessment: Evidence is found in 1018 Formal Analysis, where the students explore historical buildings through multiple drawing exercises. Further understanding is shown in 1016 Visualization II, where students begin to investigate two-dimensional formal ordering systems and then transfer into the three-dimensional realm through physical models.

A. 9. Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the

Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

[X] Met

2013 Team Assessment: The team has found through papers/lectures from 3011 Modern Architecture, and 3022 Architecture Theory II: 1968-present; that students are educated on a broad global spectrum on historical traditions. Students have also been immersed in 4011 Introduction to Urban Design where they start to analyze architecture, landscape, and urban design around the world, from places such as Japan, Turkey, and the United Kingdom.

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.

[X] Met

2013 Team Assessment: Criterion for understanding is met in the 4011 Introduction to Urban Design class. Students have weekly lectures on urbanism and analysis, and their implications on society. Evidence can also be found in student papers that address the struggles facing individual cities.

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

[X] Met

2013 Team Assessment: The role of applied research in seen through multiple layers of extensive research in the 1022 Architectural Design studio. Evidence is shown through reports on analysis and strategies, building design development and stormwater strategies.

Realm A. General Team Commentary: The team found all SPCs in Realm A Critical Thinking and Representation met. Yale students are critical and precise thinkers. They are able to represent their work through a diversity of thought, viewpoints and media. Yale students excel in this realm as exemplified by SPC A-3 Visual Communication Skills and A-7 Use of Precedents, each of which was met with distinction.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. **Pre-Design: *Ability* to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.**

[X] Met

2013 Team Assessment: Evidence of the students' ability to perform key pre-design activities of program analysis and development, site analysis, zoning and code analyses were found initially in the exhibits for 1012 Design Studio and the 1013 Building Project. Students in 4021 Introduction to Planning and Development produced detailed development programs.

B. 2. **Accessibility: *Ability* to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.**

[X] Met

2013 Team Assessment: Evidence of the students' ability to address concerns of Accessibility is found to be woven throughout the curricula. 1012 Design Studio and 1013 Building Project address site and building design issues at the residential scale, while 1021 Design Studio and 2022 Systems Integration focus on the related codes and egress requirements for larger, urban-scaled projects.

B. 3. **Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

[X] Met

2013 Team Assessment: Evidence for the students' ability to incorporate key principles of sustainable design is found throughout the studio design sequence. 2021 Environmental Design provides an overview of principles through lectures. Students then apply these principles in course assignments and design work completed, especially evident in 1022 Design Studio.

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

[X] Met

2013 Team Assessment: Evidence for the students' ability in site design is woven throughout the core Design Studio sequence, particularly 1012 Design Studio and the 1013 Building Project. 1022 Design Studio provides site design at the larger urban scale.

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

[X] Met

2013 Team Assessment: Evidence for the students' ability to apply the basic principles of life safety is found throughout the curricula, especially in the exhibits for the 1013 Building Project and lecture outlines and assignments documents provided for 2022 Systems Integration.

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

A.4. Technical Documentation

A.5. Investigative Skills

A.8. Ordering Systems

A.9. Historical Traditions and Global Culture

B.5. Life Safety

B.2. Accessibility

B.3. Sustainability

B.4. Site Design

B.7. Environmental Systems

B.9.Structural Systems

[X] Met

2013 Team Assessment: The criterion is met with distinction. Evidence for the students' ability in comprehensive design is found in exhibits and documents reviewed for the 1012 Design Studio and 1013 Building Project sequence. This first-year project at the residential scale is followed in the second year with a civic-scaled project in 1021 Design Studio and 2022 Systems Integration.

B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Met

2013 Team Assessment: Evidence for the students' understanding of financial considerations is found in several courses. Of particular note were the cost analysis and financial modeling in 4021 Introduction to Planning and Development, as well as the exhibits from the lectures and assignments in 2031 Architectural Practice and Management.

B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Met

2013 Team Assessment: Evidence for the students' understanding of environmental systems is found comprehensively in lectures, assignments (such as Project A documentation), and tests provided for 2021 Environmental Design. In addition, the plan diagrams and wall sections shown in the exhibit for 2022 Systems Integration highlight the elements explored in the environmental workshops, as well as design and analysis principles presented in lectures outlined in the course binder.

B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Met

2013 Team Assessment: Evidence for the students' understanding of structural systems is woven through the entire sequence of design studios and required curriculum. The understanding of principles is evident in the lectures, assignments, and tests within the structures sequence (2011 & 2012). An in-depth study of structure and erection sequence is evident in the exhibits and animations provided for 2022 Systems integration.

B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

[X] Met

2013 Team Assessment: Evidence for the students' understanding of building envelope systems is found in several required course curricula. The exhibits provided in 1021 Design Studio and 2015 Building Technology illustrate the principles in the design and performance of envelope systems through detailed analysis and drawings, as well as large-scale wall section models.

B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

[X] Met

2013 Team Assessment: This criterion is met with distinction. The team found evidence of the students' understanding of building service systems integration in the 1012 Design Studios, and most tangibly in the building project documents and actual construction (1013). In the 2022 Systems Integration course HVAC, MEP, fire protection and vertical transportation are incorporated as part of a detailed Revit model.

B. 12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

[X] Met

2013 Team Assessment: Evidence of the students' understanding of Building Materials and Assemblies Integration was found in 1012 Design Studio and the following 1013 Building Project, where various materials, products, and assemblies are considered, selected and constructed in the

actual building. Additional evidence was found in 2015 Building Technology and 2022 Systems Integration.

Realm B. General Team Commentary: Evidence of Realm B is effectively woven through the program curriculum. The sequence of Design Studio and core required course curricula provides repeated opportunities for presentation of conceptual principles and implementation in assignments and studio projects. The 1013 Building Project and 2022 Systems Integration courses are innovative, consistently popular with students, and serve in many ways as the backbone of the core program.

Realm C: Leadership and Practice:
Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.

[X] Met

2013 Team Assessment: Evidence of students' ability to work collaboratively is found in 1012 Architectural Design Studio and 1013 Building Project, where students work in teams of 6-8 initially to design and document a house in conjunction with a local agency, then work collectively (entire class) to construct the project for a family. Additional evidence was found in 1022 Architectural Design and 4021 Introduction to Planning and Development.

C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

[X] Met

2013 Team Assessment: Evidence of students' understanding of human behavior is found in 4021 Introduction to Planning and Design (Game #2), where students participate in a competitive game that simulates human behavior and action relative to various development scenarios. Students assume specific roles and make decisions based on their constituency, accountability, ambitions, concerns, analysis of demographics, and other salient features of the natural environment, all used to inform the development of a site.

C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

[X] Met

2013 Team Assessment: Evidence of students' understanding of the client role in architecture was found in 4021 Introduction to Planning and Design (Games #3 and 4) where students are tasked with designing housing proposals from the perspective of a developer (act as their own client), and present

proposals to Instructors/guest critics (role playing the City Planning Commission). Additional information is also found in the 1012/1013 Building Project, where the client is intimately involved in the design process including desk crits and in choosing the final design.

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

[X] Met

2013 Team Assessment: Evidence of students' understanding of project management was found in 1012 Architectural Design. Additional information is also found in 2031 Architectural Practice and Management in lectures # 5-13 and readings, and graded assignments E-K, which demonstrates the architect's role and responsibilities during project management though decision making and solving various scenarios.

C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

[X] Met

2013 Team Assessment: Evidence of students' understanding of practice management was found in 2031 Architectural Practice and Management in lectures # 2, 3, 4, and 6 and readings, and graded assignments including essays and narrative vignettes.

C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

[X] Met

2013 Team Assessment: Evidence of students' understanding of leadership techniques and skills was found in 1012/1013 Building Project and in 4021 Introduction to Planning and Development (Game #4), in which students work collaboratively in teams to complete competitive projects. Students must assume leadership roles within their respective teams and within the context of the entire collaborative project.

C. 7. Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

[X] Met

2013 Team Assessment: Evidence of students' understanding of the architect's legal responsibilities to the public and client was found in 2031 Architectural Practice and Management in lectures #6-9 where students discuss legal responsibilities within the project scope and as part of the construction process.

C. 8. Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.

[X] Met

2013 Team Assessment: Evidence of students' understanding of ethics and professional judgment was found in 2031 Architectural Practice and Management in lecture #2 and graded assignment B, in which students are asked to consider ethical behaviors in architecture, governing principles that establish competency, and architectural licensure as it regulates practice.

C. 9. Community and Social Responsibility: *Understanding* of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

[X] Met

2013 Team Assessment: Evidence of students' understanding of community/social responsibility was found in 1012 and 1013 Building Project. Additional proof was found in 2031 Architectural Practice and Management in lectures # 1 and 2 and in graded assignments A and B, where students are introduced to the role of the architect within society, professional context, and history of practice and are required to reflect on these issues in essays and narrative vignettes.

Realm C. General Team Commentary: The team found that all SPCs in Realm C – Leadership and Practice were met through focused instruction in the Professional Practice and Planning and Design course work where architects roles and responsibilities are simulated in a variety of role-play exercises. Studio work, particularly the first-year building project sequence, provides students the opportunity to experience the full range of the architect's roles and experiences in a collaborative and hands-on way that sets the stage for appreciation and further development of these skills, which are essential to the practice of architecture in the world beyond the academy.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation*: The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following 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); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2013 Team Assessment: Evidence was found in both the APR and the Yale web site that the university was reaccredited in 2009 by the New England Association of Schools and Colleges (NEASC) of the Commissions on Institutions of Higher Education.

II.2.2 Professional Degrees and Curriculum*: The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Not Met

2013 Team Assessment: YSOA M Arch II program has no plan to change the post-professional degree program's title, which conflicts with future NAAB criteria to have all schools retitle their nonaccredited programs. The school has ignored this requirement, which is a cause of concern.

II.2.3 Curriculum Review and Development
The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2013 Team Assessment: The Curriculum Committee (composed of the dean, director of graduate studies, and study area coordinators) is responsible for the curriculum and any changes. A Curriculum Advisory Committee (composed of three faculty, three M Arch I students, plus one M Arch II student) makes recommendations for changes. As required by NAAB, several of the members of the Curriculum Committee (Stern, Gage, Sanders, and Deemer) are licensed architects. Changes implemented over the last few years include a coordinated, four-course visualization sequence, refinements to the portfolio review, and renewed focus on career development.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION
Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that 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. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2013 Team Assessment: The team was provided evidence of a well-organized and clearly delineated admissions review program, involving a faculty-led committee and support staff. Through the use of an internal software program, the committee is able to securely organize, review, comment, and track candidates throughout the application process. Undergraduate curriculum completed is reviewed in detail and candidates with a non-architectural background are identified for a supplemental five-week course or "boot camp" required the summer before the commencement of the program.

The only area identified that was not specifically audited in the evaluation of the preparatory/pre-professional education review was the 45 hours of the NAAB general education requirements. The admissions committee took note of this and indicated that they will be more deliberate in ensuring rather than assuming an undergraduate degree meets NAAB's required general education requirements. A spot check of several undergraduate transcripts showed the general education hours were met.

It was also noted that the YSOA does not grant advanced standing at time of admission, and only grants waivers for select structures or systems course work.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, *Appendix 5.*

[X] Met

2013 Team Assessment: Team verified that language exists as required in the program description in the graduate catalogue and on the YSOA web site, for both the graduate and undergraduate program overviews.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2013 Team Assessment: Links identified on the YSOA web site were verified by the team.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aias.org
www.acsa-arch.org

[X] Met

2013 Team Assessment: Links identified on the YSOA web site were verified by the team.

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 available to the public:

All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR
The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2013 Team Assessment: The team verified that this information is available to the public through the YSOA administrative office.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2013 Team Assessment: The team verified that this information is available to the public through the YSOA web site via links to the NCARB web site.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)
Reference Yale University, *APR,* pp. 6-8

B. History and Mission of the Program (I.1.1)
Reference Yale University, APR, pp. 8-11

C. Long-Range Planning (I.1.4)
Reference Yale University, APR, pp. 19-27

D. Self-Assessment (I.1.5)
Reference Yale University, APR, pp. 27-30

2. Conditions Met with Distinction

I.2.3 Physical Resources
The physical facilities are met with distinction. The fabrications lab supports the program's needs and is an outstanding example of providing a variety of high-end machines and tools capable of meeting any need of student's in the program. The newly renovated Paul Rudolf Hall provides the school an apt environment for architecture students to engage in a studio-learning environment. The school offers constantly updated computers and digital imaging supplies that allow students to use any one of a large selection of software.

A. 3. Visual Communication Skills: *Ability to* use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

This area is met with distinction; the visualization courses use both traditional graphic media and the ever-evolving digital realm. The fundamental skills of hand drawing are taught in 1001 Visualization I, which then carry into the digital realm in subsequent courses 1015 Visualization II, 1016 Visualization III, and 1017 Visualization IV. Design studios (1021 & 1022) also clearly demonstrate a strong grasp on the programming and design process.

A. 7. Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

The Use of Precedents is met with distinction through 1018 Formal Analysis and 4011 Introduction to Urban Design. Students have a clear knowledge and ability to assess precedents through analysis of canonical buildings in the formal analysis course, and analytical case studies of cities across the globe in the urban design course.

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.7. Environmental Systems**
A.9. Historical Traditions and Global Culture	**B.9.Structural Systems**
B.5. Life Safety	

The criterion is met with distinction. Evidence for the students' ability in comprehensive design is found in exhibits and documents reviewed for the 1012 Design Studio and 1013 Building Project Sequence. This first year project at the residential scale is followed in the second year with a civic scaled project in 1021 Design Studio and 2022 Systems Integration.

B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems

This criterion is met with distinction. The team found evidence of the students' understanding of building service systems integration in the 1012 Design Studios, and most tangibly in the building project documents and actual construction (1013). In the 2022 Systems Integration course HVAC, MEP, fire protection and vertical transportation are incorporated as part of a detailed Revit model.

3. The Visiting Team

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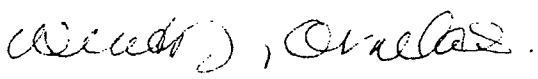
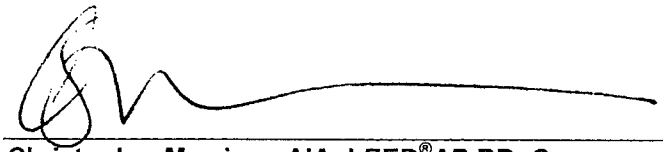
IV. Report Signatures

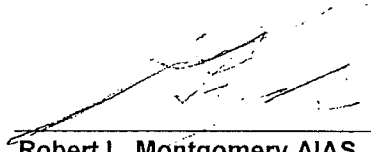
Respectfully Submitted,



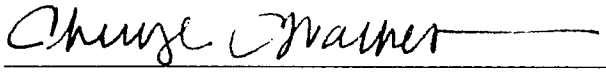
Wendy Ornelas FAIA — **Representing the ACSA**
Team Chair



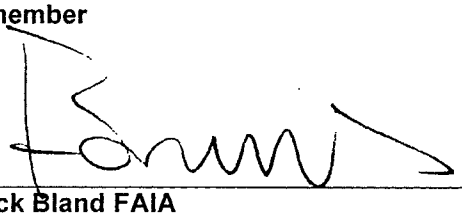
Christopher Morrison AIA, LEED® AP BD+C — **Representing the AIA**
Team member



Robert L. Montgomery AIAS — **Representing the AIAS**
Team member



Cheryl C. Walker FAIA — **Representing the NCARB**
Team member



Frederick Bland FAIA — **Non-voting member**

SECTION 10. ANNUAL STATISTICAL REPORTS

Continuing accreditation and candidacy is subject to the submission of *Annual Statistical Reports*.

Annual Statistical Reports are submitted online through the NAAB's Annual Report Submission (ARS) system (http://ars.naab.org) and are due by November 30 of each year. For specific information or instructions on how to complete *Annual Statistical Reports*, please refer to the ARS website.

1. **Annual Statistical Report**
    a. **Content.** This report has six sections that capture statistical information on the institution in which an architecture program is located and on the accredited degree program. For the purposes of the report, the definitions are taken from the glossary of terms used by the Integrated Postsecondary Education Data System (IPEDS) [15]. Much of the information requested this report corresponds to the *Institutional Characteristics, Completion and 12-Month Enrollment Report* submitted to IPEDS in the fall by the institution. Data submitted in this section is for the previous fiscal year. A copy of the questionnaire used in the ARS is in Appendix 3.

    b. **Submission.** *Annual Statistical Reports* are submitted through the NAAB's Annual Report Submission system and are due on November 30.

    c. **Fine for Late Annual Statistical Report.** *Annual Statistical Reports* are due each year on November 30. In the event a program fails to complete an annual report on time, including not more than one extension, the program will be assessed a fine of $100.00 per calendar day until the *Annual Statistical Report* is submitted. This fine will be assessed when the report is submitted.

    d. **Failure to Submit an Annual Statistical Report.** If an acceptable *Annual Statistical Report* is not submitted to the NAAB by the deadline, the NAAB may advise the chief academic officer and program administrator of the failure to comply. In the event the program fails to submit an acceptable *Annual Statistical Report* after an extensive period of time, the NAAB executive committee may consider advancing the program's next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR*.

[15] IPEDS is the "core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the [U.S.] in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid." For more information see http://nces.ed.gov/IPEDS/

SECTION 11: INTERIM PROGRESS REPORT

Continuing accreditation is subject to the submission of a narrative, interim progress report submitted at defined intervals after an eight-year term of continuing accreditation is approved.

Programs with three-year terms of continuing accreditation or two-year probationary terms are exempt from this requirement.

Annual statistical reports (Section 10) are still required, regardless of a program's interim reporting requirements

Interim Progress Reports are due on November 30 at defined intervals after the most recent visit and are also submitted through the ARS (see Section 10).

1. **Interim Progress Report.** Any program receiving an eight-year term of accreditation must submit two interim progress reports.
   a. The first is due on November 30 two years after the most recent visit and shall address all sections in the interim report template (see Appendix 5).

   b. The second report is due on November 30 five years after the most recent visit and shall address at least Section 4 of the template, although additional information may be requested by the NAAB (see below).

   c. **Content:** This is a narrative report that covers three areas:
      i. Changes to the program's responses to Conditions I.1-I.5 since the previous Architecture Program Report was submitted.
      ii. The program's response or progress in addressing not-met Conditions or SPC or Causes of Concern from the most recent Visiting Team Report.
      iii. Significant changes to the program or the institution since the last visit.

   d. **Submission:** *Interim Progress Reports* are due on November 30. They are submitted electronically through the ARS in Word or PDF. Reports must use the template (see Appendix 5). Files may not exceed 5 MBs.

   e. **Review.**
      i. *Two-Year Interim Progress Reports* are reviewed by the NAAB Executive Committee. The Executive Committee may make one of three recommendations to the Board regarding the acceptance of the first interim report:
         1. Accept the interim report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR; only the mandatory section of the fifth-year report is required. The annual statistical report (Section 10) is still required.
         2. Accept the interim report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; the fifth year report must include additional materials or address additional sections. The annual statistical report (Section 10) is still required.

3. Reject the interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR.*
4. The annual statistical report (Section 10) is still required.

ii. *Five-Year Interim Progress Reports* are also reviewed by the NAAB Executive Committee. The Committee may make one of two recommendations to the Board regarding the acceptance of the report:
1. Accept the interim fifth-year report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR;
2. Reject the fifth-year interim report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year. In such cases, the chief academic officer of the institution will be notified with copies to the program administrator and a schedule will be determined so that the program has at least six months to prepare an *APR.*
3. The annual statistical report (Section 10) is still required.

f. **Decision.** The Executive Committee's recommendation on any interim progress report will be forwarded to the Board at the next regularly scheduled meeting.
1. The responsibility for the final decision rests with the NAAB Board of Directors.
2. Decisions of the NAAB on an interim progress report are not subject to reconsideration or appeal.