

National Architectural Accrediting Board, Inc.

August 5, 2013

Lee C. Bollinger, President
Office of the President
Columbia University
202 Low Library
535 West 116th Street, MC 4309
New York, NY 10027



Dear President Bollinger:

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

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 2021.

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,

A handwritten signature in black ink, appearing to read 'Theodore C. Landsmark', is written over a horizontal line.

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

cc: Mark Wigley, Dean ✓
Terry L. Allers, AIA, NCARB, Visiting Team Chair
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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*.

¹⁵IPEDS 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 1.1-1.5 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.

Columbia University
Graduate School of Architecture, Planning and Preservation

Visiting Team Report

M. Arch (Pre-professional degree + 108 graduate credit hours)

The National Architectural Accrediting Board
13 February 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 an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments	1
2. Conditions Not Met	1
3. Causes of Concern	1
4. Progress Since the Previous Site Visit	2
II. Compliance with the 2009 Conditions for Accreditation	
1. Institutional Support and Commitment to Continuous Improvement	4
2. Educational Outcomes and Curriculum	16
III. Appendices:	
1. Program Information	29
2. Conditions Met with Distinction	30
3. Visiting Team	31
IV. Report Signatures	32
V. Confidential Recommendation and Signatures	33

I. Summary of Team Findings

1. Team Comments & Visit Summary

- The team thanks the administration, faculty, staff, and students for their generous hospitality and their extensive preparation for the visit.
- In this institution, the position of the dean is a powerful catalyst for the evolution of the school. Dean Wigley is respected and widely recognized as an effective leader and innovator.
- The program has found innovative ways to integrate its research mission into the architectural pedagogy.
- There is a very engaged faculty and student body with an increasing level of alumni participation and support.
- The school sees its mission as advancing and broadening the discipline of architecture.
- The Studio X program which is a series of community engagements/studios on several continents demonstrates the school's commitment to global engagement.
- The technology sequence is grounded in opportunities of construction and demonstrates the student's ability to address complex systems.
- The atmosphere and the compact physical layout of the school encourages peripheral vision. In other words, students are exposed to a wide range of outside lecturers, visiting professionals including architects engineers and planners and wide variety of workshops. Participation occurs both formally and informally.
- The school recognizes the value of its intellectual capital. This extends not only to its stellar tenured faculty and committed student body but also to adjunct faculty and staff.

2. Conditions Not Met

- SPC A.4 Technical Documentation
- SPC B.7 Financial Considerations
- SPC B.11 Building Service Systems Integration

3. Causes of Concern

- A. Part 2, I.1.2 Learning Culture and Social Equity.

2013 Team Assessment: In practice, the GSAPP has a very productive, advanced, collaborative and continuous educational environment. There is evidence that faculty, students, administration and staff encourage values of optimism, respect, sharing, engagement, and innovation within the college.

The team verified that there is a Studio Culture Policy Document and it is included in materials given to each matriculating student but it does not address health-related issues, such as time management. The team understands that this was developed with participation of student representatives and faculty, and formally approved by the full faculty in January of 2009.

However, discussions with the current students revealed no awareness of the existence or purpose of the document. There was no evidence of plans for ongoing student participation in the review, evolution and assessment of this document or the underlying policies. For this reason alone, the team finds this a cause of concern. However, the office of the dean of students does

provide ongoing personal support and accommodates student input and acts as the defacto Studio Culture Policy Document.

B. For the second consecutive visit SPC A.4 was not met.

2013 Team Assessment: As in the 2007 Visiting Team Report, this team did not find evidence of writing of outline specifications in any student work or assignment. The topic of specifications is discussed in a lecture in A4560 Professional Practice but the team found no evidence to demonstrate the required level of ability.

The team found evidence of wall section models prepared by students in A4111 Architectural Technology I. The rudimentary level of craft in these models was not consistent with the exceptional clarity and sophistication of computer-enabled graphics throughout the program, including details, technical diagrams, and other architectural drawings.

C. For the second consecutive visit SPC B.7 was not met.

2013 Team Assessment: No evidence was found in any student course work.

4. Progress Since the Previous Site Visit (2007)

2004 Criterion 13.25, Construction Cost Control: Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Previous Team Report (2007): Issues of estimating construction costs, lifecycle costs, and the resulting material selection decisions were not in evidence in the required coursework to a level of understanding. General awareness of budgeting is introduced in fabrication electives and the Core III Housing Studio.

2013 Visiting Team Assessment: *This criterion continues to be not met. Refer to SPC B.7.*

2004 Criterion 13.26, Technical Documentation: Ability to *make technically precise drawings and write outline specifications for a proposed design*

Previous Team Report (2007): While technical skills are clearly apparent in the work of the students, the team found no evidence of writing outline specifications in any of the required course work.

This criterion has changed in the 2009 C&P to A.4 and now includes the requirement to prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

2013 Visiting Team Assessment: *This criterion remains not met. Refer to SPC A.4 for additional information.*

Causes of Concern – 2007 Visit:

The school needs to provide formalized, consistent access for students to academic advisors who offer guidance towards successful completion of the degree, Master of Architecture.

2013 Visiting Team Assessment: *The 2013 team confirmed the appointment of a full time*

advisor that regularly provides information through the face to face meetings and through the GSAPP Student Handbook. The school provides a matrix of advising opportunities through the course sequence.

The lack of refined physical models in student work indicates that the model shop cannot accommodate the full needs and opportunities of the program.

2013 Visiting Team Assessment: *This 2013 team found the model making shop is well-funded, equipped and available to meet the needs of students.*

The lack of a representative number of African-American and Latina/Hispanic students suggests that not enough effort has been applied to this serious social and cultural priority.

2013 Visiting Team Assessment: *The 2013 team finds that a significant effort has been made through the Historically Black Colleges and Universities recruitment efforts. Minority student representation is a problem common to the discipline and other professional programs.*

Some NAAB requirements were not evident in this program, including a representation of high pass and low pass projects for the team to review, a written statement on studio culture, and evidence of the preparation of outline specifications and construction cost estimating.

2013 Visiting Team Assessment: *The 2013 team shares some concern about studio culture and the evidence of outline specifications and construction cost estimating.*

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

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

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

2013 Team Assessment: History: The history of the program is carefully delineated in the APR including how the history mission and culture of the institution is expressed in contemporary culture.

Mission: Historically, the program's strengths have been its urban location and its position within a large research university. However, over the course of the program's history the school's strength and its relationship to the university and the city have varied.

Currently, its location within a large research university and its location in New York City have become more carefully embedded in the history and mission of the school very much to its benefit. A new and positive shift is the more active engagement with the architectural community in New York, which includes small specialized practices as well as large global practices.

The advantages to these characteristics are, among other things, the ability to engage a number of university wide programs and other schools of the university. GSAPP is actively committed to engaging the professional community, including architect's engineers as well as other professionals (ecologist economists, community activists, and governmental agencies etc. This is evidenced by Program:

- Lecture series
- Research Labs
- Studio sequences
- Interdisciplinary work both within the school with outside professional and within other school at the university

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.

2013 Team Assessment: In practice, the GSAPP has a very productive, advanced, collaborative and continuous educational environment. There is evidence that faculty, students, administration and staff encourage values of optimism, respect, sharing, engagement, and innovation within the college.

The team verified that there is a Studio Culture Policy Document and it is included in materials given to each matriculating student but it does not address health-related issues, such as time management. The team understands that this was developed with participation of student representatives and faculty, and formally approved by the full faculty in January of 2009.

However, discussions with the current students revealed no awareness of the existence or purpose of the document. There was no evidence of plans for ongoing student participation in the review, evolution and assessment of this document or the underlying policies. For this reason alone, the team finds this a cause of concern. However, the office of the dean of students does provide ongoing personal support and accommodates student input and acts as the defacto Studio Culture Policy Document.

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

2013 Team Assessment: The institute's commitment to supporting cultural diversity and tolerance for differing opinions is communicated to students, faculty, and staff yearly. Policies on these matters are published in the student's introductory program and can be found on the school's online bulletin. Clear evidence to their commitment on diversity is a key part of the school's long range plan. The dean meets with students and faculty at the beginning of each school year to express the importance and awareness of these cultural policies

There are policies in place to guide academic integrity. This information is located on the Columbia website.

1.1.3 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: This perspective is met. The faculty participates on university committees and is involved in scholarship activities with other schools. This includes the School of Engineering, the School of Journalism and the School of Public Health. The GSAPPP has representation on the University Senate.

- 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: This perspective is met. Columbia offers a student-focused learning environment that is both challenging and supportive in the spirit of lifelong learning. The architecture students have the opportunity to participate in shaping their educational experience in many ways. GSAPP administration takes particular pride in its open door policy and channels of communication between students and faculty are very strong. The 2012-2013 Student Program Council offers 2 students from every year leadership opportunities within the college. This helps to provide a focused voice to faculty and the administration about the challenges of the student population.

Further leadership roles are created with the 3rd year Mentor Program where these students are paired with their 1st year colleagues. This is a student run/supportive endeavor that is essential to the learning environment for younger students

The close connection with the city of New York allows and influences many extracurricular activities. The large amount of practicing architects throughout the college allow for opportunities outside of the studio environment to continue their thoughtful explorations on practice. These connections will continue to foster academic growth, professional knowledge, and the ability to further is of service to their community.

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 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 Studio X program provides exposure to the regulatory environment in other cultures. The technical courses A4111, A4112, A4113, A4114, and A41115 address health and safety issues in various degrees of detail. The school has numerous adjunct faculty, who are practicing architects who through studio instruction, workshops, symposiums,

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

and publications provide practical experience and advice as to the real world environment of an architectural practice. From the meeting with the students a majority of them volunteered that they are enrolled in IDP, however, fewer students knew who their IDP coordinator was. The NYC licensing board and representatives of NCARB give lectures at the school for students to attend.

- C. 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 team found evidence of a growing sense of an education grounded in practice, coupled with a desire to envision and explore the future of the profession in the context of a shifting economic, technical, and cultural landscape. The background of students and faculty are internationally diverse and studio projects at the advanced level are sited globally, which is underscored by student travel in all studios to those sites around the world. The team found a strong sense of responsibility to society at large, including issues of social justice and environmental sustainability.

Students' collaboration with engineers in the C-BIP integrated studio and an advanced joint studio with the Real Estate program are examples of a growing trend. Under Dean Mark Wigley's leadership there has been a concerted effort to make connections with other disciplines and place the architect at the center of addressing challenges faced by society. There is a strong awareness and even optimism among students, faculty, and alumni of the opportunities inherent in a changing professional landscape through strategic deployment of architects' systems-level thinking.

- D. 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: Regarding Architectural Education and the Public Good, studio sequences focus on urban site or sites that require remediation. The housing studio (A4003) stands out.

In the housing studio issues of health, community, social, anthropological and economic issues transform conventional housing types- new patterns of social spaces and accommodation of alternate living patterns are investigated.

Other Examples include:

A4006: Studio X sites (Mumbai, Rio) introduces students to architectural and urban problems in parts of the world that are undergoing intense social and economic change and have strong social agendas imbedded in the studio expectations. Also of note is the Urban Ecology Studio (Prof Richard Plunz GSAAP and Prof. Patricia Culligan civil engineering).

The work produced by the Spatial and Information Design Lab specifically the Architecture and Justice series of studios and studies address issues of architectural education and the public good through the spatialization of data related to social challenges.

The history and theory sequence A4348 and A4349 map the history of architecture's social agenda- courses by Frampton and McLeod stress history of architectural forms through cultural, social and economic forces. See also the student performance criteria and course goals and student essays.

Social good through the lens of sustainability is investigated in the C-BIP where energy consumption/sustainability issues are tested and efficiencies rewarded (see also A4111)

1.1.4 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 meet the standards as set by the NAAB.

2013 Team Assessment: The program's planning process, vision and objectives are consistent with the University. The GSAPP Dean and Executive Committee routinely collect information from multiple sources and serve as the points of evaluation. The multi-year objectives are not documented.

1.1.5 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: The team found that the requirement for self-assessment is met through a number of methods. Although not highly regimented, the process is systematic and fits the particular culture of the school:

- Ongoing regular meetings of the faculty several times each semester result in constantly evolving assessment of goals and strengths. Notes and conclusions from these meetings are compiled in the documentation included in the appendix.

- The dean conducts Strategic Reviews with the provost each semester to discuss progress on goals and strategies, and to review specific initiatives and financial planning
- The dean meets regularly with the university president to review the state of the program and alignment within the overall institution
- Reports on specific initiatives and goals such as the diversity program and the Studio-X network are prepared for the provost
- The Program Council is comprised of elected student representatives and advises on program and curriculum issues.
- Student evaluations are collected for every class and used in curricular review and faculty performance review.
- The portfolio reviews at the conclusion of each graduating class provide a benchmark for progress and a reflection of strengths and weaknesses in the program that are then absorbed into future discussions.

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 descriptions².*
 - *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: The team found that this institution has a robust full-time, adjunct and professor of practice faculty that is well supportive by GSAPP and the university. Personnel policies were available in the team room and can also be found in the *Faculty Handbook of Columbia University*. This includes the following: Professor of Professional Practice; policies on periodic review of non-tenured faculty by the Executive Committee (tenured faculty); review of tenure candidates; university-wide policies on limits on non-tenured full time service; and university-wide procedure for tenure reviews.

The team found that the EEO/AA policies were available in the team room and is consistent with both the condition and policies throughout the university.

Students commented frequently and positively about the accessibility of faculty, which speaks to a good balance in faculty workload. This also demonstrates their commitment to student success. The faculty and administration did note the generous resources available institute-wide for continuing education and enrichment as well as funds for participating in conferences. All faculty are expected to present at one conference a year funded by the GSAPP.

There is an impressive level of grant funded initiatives and research. The program has clearly benefited from this development.

IDP activities at Columbia are led by the Professional Practice professor. He is in regular communications with those students about IDP.

- *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*

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.

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: The team encountered an active, engaged and informed student body. The documents in the team room describe the program policies regarding admissions procedures, financial aid, scholarship procedures, and diversity initiatives. Students noted opportunities to participate in activities outside of the university. The Student Program Council, Columbia Student Senate and the 3rd year Mentor Program offer opportunities within the school to further the outreach and advocacy efforts of the student population.

1.2.2 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: A wide array of tenured, non-tenured and adjunct faculty participates as valuable contributors. Students have the opportunity to participate through the Program Council.

There is a high level of autonomy in the operations and curricular decisions of the GSAPP. This allows the dean a great deal of agility in evolving the program.

- **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: The administrative structure is consistent with the culture of the university and the dean has administrative autonomy. The organizational chart and position descriptions were provided.

1.2.3 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: Avery Hall and the surrounding buildings highly support and encourage studio-based learning, including studio and critique space for all graduate students. Students and faculty have access to classrooms, lecture halls, shop space, student cafeteria, casting space, material library and department offices. Every student is provided with a computer and a full suite of advanced software and their facilities have additional multiple labs and computing studios.

The Digital Output Shop offers professional plotting at reduced cost along with four rapid prototyping machines and three universal laser printers.

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: The university operates by requiring each school to pay 33% of their income to the university and the remaining funds that the school has can be spent independently by the school. The school had a reserve of 4 million dollars at the end of FY12 and retained 3 million dollars in reserve while appropriating 1 million dollars for renovation of studio spaces. The school has established a development office which has been able to acquire significant gifts. The Studio X labs raises their own operating expenses. A yearly budget is prepared by the dean and it is reviewed with the provost on a preliminary basis after 6 months and then the final budget is reviewed in March prior to the next year. A financial report illustrating income and expense for each year since 2007 was provided to the team which illustrates a solid financial condition of the school.

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 Avery Library which is housed in the same building as the architecture program is a world renowned asset to the school. The ample resources include written volumes, journals, images, original drawings, and digitized versions of the same. There is a full-time architectural librarian with an architectural degree who is assigned to support the M. Arch students, supplemented by numerous additional research librarians both within Avery and at the main campus library.

The entire collection is non-circulating which means that all material is available to students upon request without delay. As the institution that produces the Avery Index, students have not only access to the location of material, they are guaranteed that the physical copy is available in the building. In the event that a particular item is not available within the library, agreements with a strong network of inter-library loan options provide the item. The extensive slide library is actively in the process of digitization.

The architectural librarian has implemented a protocol of on-call assistance to ensure students have nearly instantaneous access to requested items rather than set reference desk hours. The librarian also assists particular studios on a continuous basis upon request by the faculty.

The library houses a world-class archive of unique original drawings and photographs which may be freely accessed by all those affiliated with the school, as well as approved visitors, including the recent acquisition of the Frank Lloyd Wright archives.

The Avery Library is a fiscally independent unit from the school, and is funded through a combination of subscription income, gifts, and grants for initiatives including digitization efforts. The resources appear ample to support ongoing operations and acquisitions.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports³. *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:

- According to the APR statistical information the demographics of the student population has not significantly changed since the last VTR. Specifically, there are fewer Asian, slightly more Hispanic and Alien and 47 more Mixed and Unknown students.
- Compared to the university at large, the percentage of women university students vs. men is exactly the same.
- The Qualifications of the students admitted in the fiscal year prior to the upcoming visit are similar to those admitted in the fiscal year prior to the last visit.
- The APR states that 96% of the matriculating students complete the accredited degree program within the “normal time to completion” for each academic year. 2% of the students complete the accredited degree program within 150% of the normal time to completion for each academic year.

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

- Demographics of all full time instructional faculty compared to those recorded at the time of the previous visit have changed slightly due to the increase in faculty with one more African American, two more Hispanic, and four White faculty.
- Demographics of the school are similar to those of the university.
- Promotion of faculty includes one each of the last three years (2009, 2010, and 2011).
- The number of faculty achieving tenure since the last visit include one in 2006, one in 2009, and two in 2012.
- Sixty nine faculty are licensed architects: Forty nine in New York, nine in other countries, and eleven have licenses in multiple states.
- The visiting team is encouraged by the high number of licensed faculty.

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 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 visiting team confirmed that annual reports and verification of consistency with other reports was included in the APR.

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 exhibit⁴ 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 this item to be met with distinction. The internationally recognized faculty is prepared to meet the mission and context of the institution. The GSAPP students highlighted the faculty as one of the more significant strengths of the program.

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: All the required documents were found in the team room. See the topic “Learning Equity and Social Equity” for additional notes on the Studio Culture Policy.

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: Evidence was found in Architecture History I A4348, Architecture History II A4349 and the student meetings.

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 Housing Studio A4003 is particularly strong. Research and constraints are included and the ability to ask precise questions and consider diverse points of view is in evidence.

Sketch books provide some process drawings. Other evidence was found in the studio sequence core A4001-A4003 and advanced studios A4003-A4006.

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: Evidence found in A4001, A4002, A4003, A4023, A4024 where computer rendered drawings illustrate the students' competency in visual communication skills. Although heavily focused on digital technology, the team felt this particular strength of the students in visual communication met the core intent of the criterion.

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] Not Met

2013 Team Assessment: As in the 2007 Visiting Team Report, this team did not find evidence of writing of outline specifications in any student work or assignment. The topic of specifications is discussed in a lecture in A4560 Professional Practice but the team found no evidence to demonstrate the required level of ability.

The team found evidence of wall section models prepared by students in A4111 Architectural Technology I. The rudimentary level of craft in these models was not consistent with the exceptional clarity and sophistication of computer-enabled graphics throughout the program, including details, technical diagrams, and other architectural drawings.

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 history theory sequence is particularly focused: A4348-A4349 stands out.

The technology sequence A 4111, A4112, and A4115 is particularly focused on testing the students' ability to gather, asses, evaluate and understand technical and environmental forces. Students study existing building drawings and where possible the buildings themselves (Renzo Piano NY Times bldg., Norman Foster buildings, etc.) Students are asked to analyze the building assemblies and then recombine these elements through their own designs.

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

[X] Met

2013 Team Assessment: The criterion is met. The team found evidence in A4003 Core Studio III

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 team found evidence of this criterion in precedent analysis exercises in several areas, notably the Core Studio A4003 dealing with Housing, and at a uniquely technical level in A4023 Architectural Drawing and Representation.

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 was found in A4001, A4003, and A4024 where students utilize computer graphics to present two and three dimensional drawings to represent their designs.

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: Evidence for the understanding of Landscape and Urban Design traditions was found in Arch History I A4348. Evidence for including Non-Western hemispheres was found in A4349 Arch History II. Landscape traditions are demonstrated in A4348 Assignment #3 and response paper #3. Urban Design traditions are evident in A4348 response paper #3.

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: The criterion is met. The team found evidence in A4348 History of Architecture I 1750 - 1850 and A4349 History of Architecture II 1850 - 1930.

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 team found this SPC to be met with distinction. Evidence was found in A4004 Advanced Studio IV.

Realm A -Critical thinking and Representation: The students are proficient in technical detailing, exhibit consistent clarity of graphic information, and have a high level of sophistication in the deployment of a variety of computer-enabled tools to illustrate and communicate architectural concepts. Anecdotal evidence indicates that hand drawing remains an important part of each student's design process although sketches in the studio and in the team room were nearly absent, and does not appear to be a significant part of the curriculum.

The Housing Studio is particularly strong. In this studio- research on housing precedents, complex programs, challenging sites constraints are imbedded in the studio requirements. As such, the ability to ask precise questions and consider diverse points of view is part of the design process and part of the problem solving sequence of the studio

History/Theory sequence requires students to interpret information, consider other historic source material and develop well-reasoned conclusions – this is evident in the essays that are required.

The technology sequence is particularly focused on testing the students' ability to gather, assess, evaluate and understand technical and environmental forces. Students study existing building drawings and where possible the building themselves (Renzo Piano NY Times bldg., Norman Foster buildings etc.) Students are asked to analyze the building assemblies and then recombine these elements through their own designs.

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: The criterion is met. The team found evidence in A4002 Core Studio II, A4003 Core Studio III, and A4115 Architectural Technology V.

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 found in A4003 and A4115 where students include elevators, ramps, and accessible design for bathrooms and door openings.

- 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: The team found evidence of this ability as a strong undercurrent in studio and coursework at all levels, and as a particular focus in the A4004 Advanced Studio IV, which includes Columbia Integrated Building Project (C-BIP) which explores issues of sustainability in a rigorous, multi-disciplinary and collaborative process.

- 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: In the housing studio A4003 site planning and site design, density, and site coverage are part of the course and are well covered. Ecological and sustainable issues related to site are covered in A4776 and A4684.

- 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 found in A4003 and A4115 where students illustrate their awareness of egress requirements.

- 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

[X] Met

2013 Team Assessment: A4003 provides a rigorous example of comprehensive design. The Tech sequence provides evidence of an advanced synthetic ability.

- 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] Not Met

2013 Team Assessment: No evidence was found in any student course work.

- 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, day lighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Met

2013 Team Assessment: The team found ample evidence of students' facility with these principles throughout the curriculum and particularly in course A4114 Architectural Technology IV: Environmental/MEP Systems.

- 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: The team found this SPC to be met with distinction. A rich knowledge of structural systems is illustrated in the student work from courses A4113, A4114, A4115 illustrated in both two and three dimensional drawings and in the course work where students perform structural calculations determining concrete reinforcing and structural steel sizes.

- 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: The team found this SPC to be met with distinction. This topic is an exceptionally strong part of the building and technology sequence, covered in A4115 and more specifically in A4634.

- 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] Not Met

2013 Team Assessment: The team did not find any evidence of student work demonstrating understanding of fire protection, plumbing, electrical, and security systems. Although coursework integrating mechanical systems is extremely comprehensive, there is no evidence except for a single lecture in the A4112 course with no associated exam questions or assignments of these systems.

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: The criterion is met. The team found evidence in A4111 Architectural Technology I and A4115 Architectural Technology V.

Realm B. General Team Commentary: The team was, overall, impressed with the quality of the work in Realm B and the SPC's were exceptionally well covered in the building and technology sequence. In particular, the team was impressed with the curriculum and outcomes from the A4115 Architecture and Technology Course V. Structural and mechanical systems as well as building envelope analysis are fully articulated and studied. Electrical and fire protection systems are not represented as successfully as the other systems in the technical sequence.

Students benefit from studying the construction system of actual buildings, often visiting those buildings and understanding the relationship between the systems as designed and the systems as built. The team would like to commend the school on the visiting engineer approach available to all students during studio.

In the housing studio site planning and site design is well covered. It should be noted that the A4003 Core Studio III Housing Studio is one of the more integrated and comprehensive studios addressing a range of issues including technology. Whereas there was some investigation found in Core III, the integration of topographical issues is inconsistent throughout the studio process.

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: The criterion is met. The team found evidence in A4003 Core Studio III, A4114 Architectural Technology IV and A4115 Architectural Technology V.

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: The history sequence touches on the relationship between human behavior and the built environment A4348 and A4349. The history sequence is particularly strong in that it emphasizes the development of architectural form in the context of culture, climate and social conditions.

The housing studio A4003 touches on behavioral issues relative to the built environment.

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: The team found evidence of this criterion in a wide variety of coursework, and notably in the Core Studio A4003 dealing with housing issues and A4006 Advanced Studios which site projects in a variety of global urban contexts.

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 was found in Professional Practice A4560 in student exams.

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: A4560 professional practice covers this subject well.

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: The criterion is met. The team found evidence in A4560 Professional Practice and A4003 Core Studio III.

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: The team found evidence of this criterion in written exams in A4560 Professional Practice.

- 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: The understanding of ethical issues and the formation of professional judgment was found in A4006 Advanced Studio VI and A4005 Advanced Studio V. The student design work demonstrated the ability to address environmental, economic and social concerns.

- 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: The Studio X program provides students with a unique opportunity to explore and respect the historic and social experience of a global and diverse community while understanding what their role is in the development of such a community. A4348, History of Architecture I and A4349, History of Architecture II provide opportunities for the student to explore the ways that architecture has historically affected society. Core Studio III, A4003 explores how the requirement for community and social interaction is addressed in a multi-family housing project on a limited site.

Realm C. General Team Commentary: The GSAPP's collection of diverse and active practitioners provides students with a unique perspective on leadership and practice. The number of registered architects (60%) indicates that the core and advanced studio sequence is taught by registered architects who deal with practice management. The faculty architectural practices vary in terms of size and type. This observation was supported by faculty resumes as well as several conversations with students

Combined with the courses, the students demonstrate a proficiency in collaboration, the client's role in architecture and practice management. The "Roving Engineering" program provides a unique vehicle for collaboration. The Advanced Studios IV and V and the Studio X experiences provide an alternate means toward ethics, professional judgment and social responsibility.

Advanced studios A4005, A4006 that are part of the fabrication lab address issues of business planning, time management, risk management and delivery methods in the context of design- build projects that then evolve into summer workshops.

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: The evidence was found in the APR.

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] Met

2013 Team Assessment: This condition is met. The 45 credit general studies requirement is a pre-requisite for admission.

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 program evaluates its curriculum on an ongoing basis via a standing faculty committee. The faculty determines areas of focus and continues discussion until a consensus on adjustments to curriculum or requirements for new faculty are reached. Although organized and led by the program directors, the dean attends these meetings, takes detailed notes and enacts the agreed upon changes.

While this process is neither formally documented nor regimented, it is nonetheless systematic and emblematic of the discussion- and consensus-based culture of administrative decision-making found throughout the school.

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 program does not rely on preparatory coursework to fulfill any of the SPC. Students may be granted advanced standing or waivers at the time of admission upon review and approval of documentation that the student has passed relevant similar coursework including the course transcript, syllabus, coursework, and portfolio by the faculty admissions committee. For some courses, demonstration of professional experience in the subject matter or passing a formal examination on the subject prepared by the instructor may be accepted as the basis for a waiver.

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: The team found this item to be met. The Bulletin for the Graduate School of Architecture, Planning, and Preservation, distributed to all the incoming students at the beginning of the Fall semester includes the text specified in Appendix 5 of the 2009 NAAB Conditions for Accreditation. Images of this inclusion are included in PART FOUR: Section 4, of this Architecture Program Report. Additionally, this text is included on the School's website.

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: The GSAPP web site indicates that these documents are available in the dean's office. The documents are present in the dean's office. The architectural library is not available to the public.

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.aiaa.org

www.acsa-arch.org

[X] Met

2013 Team Assessment: The required information is on the web site.

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 GSAPP web site indicates that these documents are available in the dean's office. The documents are present in the dean's office. The architectural library is not available to the public.

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: Evidence was found on the GSAPP website.

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 Columbia University, *APR*, pp. 6-7

B. History and Mission of the Program (I.1.1)

Reference Columbia University, *APR*, pp. 7-13

C. Long-Range Planning (I.1.4)

Reference Columbia University, *APR*, pp. 32-33

D. Self-Assessment (I.1.5)

Reference Columbia University, *APR*, pp. 34-51

2. Conditions Met with Distinction (See the descriptions in the report above)

I.3.3 Faculty Credentials

A.11 Applied Research

B.9 Structural Systems

B.10 Building Envelope Systems

3. The Visiting Team

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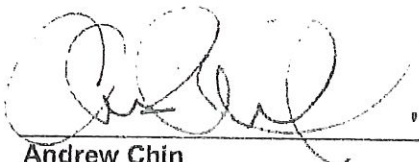
IV. Report Signatures

Respectfully Submitted,



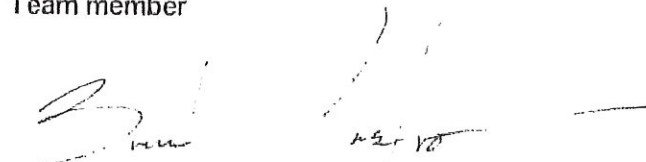
Terry L. Allers, AIA, NCARB
Team Chair

Representing the NCARB



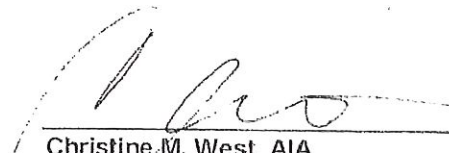
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Representing the AIAS



Christine M. West, AIA
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Non-voting member