University of New Mexico
Department of Architecture

2018 Visiting Team Report

M. Arch.
Track 3 [undergraduate degree + 99 credits]
Track 2.5 [pre-professional degree in architecture + 69 credits]
Track 2 [pre-professional degree in architecture + 54 credits]

The National Architectural Accrediting Board
April 7-11, 2018

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

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

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I.   **Summary of Visit**

a.   **Acknowledgments and Observations**

The visiting team thanks the students, faculty, staff and administration of the Department of Architecture and School of Architecture + Planning (SA+P) for their gracious hospitality during the visit, and especially for their enthusiastic participation in the accreditation process. The department chair and those assisting with preparations for the visit warrant particular thanks for the thorough APR, team room, organization of digital evidence, and extraordinary responsiveness to requests from the team, both before and during the visit.

The team observed a number of notable qualities of the program, applicable to administration, faculty, staff, and students:

- As a rural, majority-minority state, the university's and state's dedication to economic access to higher education for all students in New Mexico is noteworthy.
- The program has a tradition of being focused pedagogically on issues of environmental design – now under the umbrella of sustainability. This continues in the current curriculum and instructional focus with an emphasis on creating net-zero energy building design.
- Research initiatives conducted by architecture faculty represent collaboration with colleagues in both landscape architecture and community & regional planning. The recognized engagement of both faculty and students in the school's interdisciplinary outreach efforts perhaps best exemplifies how the department and SA+P reinforce the institution's overall commitment to the greater communities of New Mexico. Scholarly publications by faculty are healthy representations of current disciplinary inquiry and support several aspects of the curriculum.
- Several faculty have begun to focus their research efforts on university-wide initiatives in the areas of health, energy and community development. These represent an important "external-facing" agenda for the school that is beneficial to the program's identity and clearly describes the impact of the design professions to the university's mission.
- The administrative organization is strong and supportive of the responsibilities of the dean, chairs of all units, staff and students. The administration is recognized by the university for its role in supporting both the City of Albuquerque and work across the state.
- The curriculum provides great opportunities for collaboration for students within SA+P in the form of vertical studios as well as an interdisciplinary studio culture.
- Students praised faculty and staff for being available and interested in their development and personal well-being. The passion students bring to their studies adds to the sense of accomplishment faculty and staff expressed. Faculty and staff are remarkably dedicated to the SA+P despite a lack of compensation increase in nearly nine years.
- Despite financial challenges throughout the university, the SA+P is operating in the black. The program has accrued over $10 million in endowment funds that support scholarships, faculty research, programming, creative initiatives, visiting professorships, travel and leadership. These funds are administered to all three units by the dean's office.
- The SA+P is housed in George Pearl Hall, a building by Antoine Predock, that offers excellent spaces to illustrate important architectural principles. Facilities enhance strong collaboration and diverse teaching practices, and are student-centric in providing ample work spaces, equipment and connectivity.

b.   **Conditions Not Achieved (list number and title)**

SPC A.8 Cultural Diversity and Social Equity

SPC B.2 Site Design

II.   **Progress Since the Previous Site Visit**

2009 Condition 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.

Previous Team Report (2012): This condition is unmet. The school is using the Masters of Architecture and the Bachelor of Arts in Architecture nomenclature and has structured the curriculum to include professional studies, general studies and electives as required by NAAB.

However, this condition is unmet due to insufficient general study hours as a requirement in the degree. According to the 2009 conditions and procedures:

General Studies. A professional degree program must include general studies in the arts, humanities, and sciences, either as an admission requirement or as part of the curriculum. It must demonstrate that students have the prerequisite general studies to undertake professional studies. The curriculum leading to the architecture degree must include at least <u>45 credit hours</u>, or the quarter-hour equivalent, <u>outside of architectural studies</u> either as general studies or as electives with <u>other than architectural content.</u>

While there is evidence that many students will earn much more than the 45 general study credit hours as required by NAAB, the current curriculum framework only guarantees that students in the 4+2 Program will earn 40/41 credit hours based on the following information provided by the program:

22/23	non-professional credit hours are required freshman year
12	General Study credit hours are required in sophomore year through the UNM Core
3	General Study credit hours are required in junior year through the UNM Core
3	General Study are required outside the Program junior year
40/41	Total General Study credit hours required

There are an additional 3 elective credit hours required in the senior year; however, these do not appear to be explicitly required to be non-architectural content. Additionally there are other courses taught outside the program, in related programs; however, these contain architectural content and thus cannot be counted.

2018 Visiting Team Assessment: **This condition is now met**. The APR (*p. 28*) provides the response that, as a pre-professional plus (Tracks 2 and 2.5) or non-pre-professional plus (Track 3) program, "45 credit hours of General Studies are no longer required for our Master of Architecture degree; however, we continue to advise our students to pursue 45 credit hours." The 2014 NAAB Conditions for Accreditation (*p. 21, chart*) confirm this, stating that for those two types of programs, general studies requirements are "defined by baccalaureate required for admission" rather than a specific number of credit hours. Though no longer strictly required by 2014 Condition II.2.2, the program encourages 45 credit hours of general studies, as is noted in the curriculum charts included in the APR (*pp. 44-46*). The team confirmed compliance with admissions review of all graduate students that includes examination of general studies completion, and the graduate curriculum accommodates non-architectural electives for students to augment general studies from their undergraduate degree if advised.

2009 Student Performance 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.

Previous Team Report (2012): The team could not find sufficient evidence to consistently demonstrate a level of ability for technical documentation. There is evidence that students perform some aspects of the criterion well, but the team could not find evidence of student's ability to do outline specifications, and did not see enough consistent evidence at the ability level for producing technically clear drawings with appropriate technical information on them.

2018 Visiting Team Assessment: **This condition is now met in SPC B.4 Technical Documentation.** The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 604 Master's Architectural Design IV, ARCH 634 Systems Integration I and ARCH 635 Systems Integration II. In particular, evidence provided by the program now demonstrates the students' ability to write outline specifications and produce technical documents.

2009 Student Performance Criterion 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.

Previous Team Report (2012): This criterion is not met at the level of Understanding. There is evidence that portions of this criterion are being met in ARCH 651: Professional Practice, with sufficient evidence with regards to financial considerations for project financing and funding, as well as financial feasibility. However, evidence was not found that students are at an understanding level for life-cycle costs, building costs, and construction estimating.

2018 Visiting Team Assessment: **This condition is now met in SPC B.10 Financial Considerations.** The team found evidence of student achievement at the prescribed level in student work and tests prepared for ARCH 652 Pre-Design and Architectural Programming, ARCH 635 Systems Integration II and ARCH 651 Professional Practice. In particular, evidence provided by the program of lectures, student projects and test questions now demonstrates the students' understanding of life-cycle costs, building costs, and construction estimating.

III.   Compliance with the 2014 Conditions for Accreditation

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

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

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

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

[X] Described

2018 Analysis/Review: The APR describes the history and mission of the program, with interviews on-site providing additional context. The University of New Mexico (UNM), founded prior to statehood in 1889, remains the state's flagship public university, housing its only public professional schools. Overwhelmingly, serving students that stay resident in the state, UNM is one of the nation's few majority-minority institutions that is also a Carnegie Research I University. As such, it is steeped in service to the unique population demographic of New Mexico, notably including the state's Native American and Hispanic cultures.

The program's origins date to an initial architectural concentration in the College of Fine Arts in 1936. Taking various iterations over the decades, the current M.Arch. accredited degree program dates to 1968. A separate School of Architecture and Planning (SA+P) was established in 1975, further evolving to comprise the current departments in architecture, community and regional planning, and landscape architecture as of 2000. As noted in the Architecture Department's mission statement, design in the public interest and sustainability have been and continue to be the focus of the department's mission. Such initiatives as the Design and Planning Assistance Center (DPAC, dating back to 1969), the Plata Studio, and most recently the ecoMOD Project, as well as the interdisciplinary Indigenous Design + Planning Institute (iD+Pi), exemplify this focus, connecting the department to the unique needs and perspectives of the local and greater New Mexico communities.

The recognized engagement of both faculty and students in the school's interdisciplinary outreach efforts perhaps best exemplifies how the department and SA+P reinforce the institution's overall commitment to the greater communities of New Mexico. In addition, the dean's participation on a university task force in this regard has been instrumental in developing the institution's plan. The strong multidisciplinary background of the department's faculty further facilitates these efforts, with a majority of full-time faculty holding multiple degrees in other disciplines in addition to architecture. Both SA+P and UNM benefit from the program's high caliber of teaching, leadership and student achievement, as has been recognized by both the ACSA as well as various other design competitions, awards and faculty scholarship.

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

- The program must have adopted a written studio culture policy and a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and

continuous improvement or revision. In addition, the plan must address the values of time management, general health and well-being, work-school-life balance, and professional conduct.

- The program must describe the ways in which students and faculty are encouraged to learn both inside and outside the classroom through individual and collective learning opportunities that include but are not limited to field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

[X] Demonstrated

2018 Analysis/Review: Based on the APR and from speaking with students on-site, there is a studio culture policy in place that is reviewed every two to three years. The most current revision was in spring 2017. The AIAS as a group generally leads the updating of the policy, and the process takes about six months. Since AIAS consists mostly of undergraduate students, they invite graduate students to review it as well so that all of the student body contributes to the updated policy. Two faculty members offer some advice on how to proceed, and the entire document is drafted and finalized by students. The final version of the policy does not specifically address the NAAB components of time management, general health and well-being, work-school-life balance, and professional conduct; however, upon confirmation with the student body, these practices are well ingrained in their studio culture. These are promoted and respected by the staff, faculty and students.

Academic advisors for both the undergraduate and graduate levels are very accessible. Students meet with them typically once a semester and feel comfortable reaching out for additional meetings when needed. There are also both student and faculty AXP advisors to which students can take any questions regarding the licensure process. The AIAS chapter at UNM holds many events in the school that create a strong sense of community. Students are highly involved in activities in the building such as AIAS, Freedom by Design (FBD), Delta Sigma Tau and other groups. Some students are involved in activities outside of SA+P as well, such as intramural sports teams. Students also pay course fees that allow them to attend field trips as part of coursework. Some courses, such as option studios and research, allow students and faculty to learn outside of the building both individually and collaboratively.

I.1.3 Social Equity: The program must have a policy on diversity and inclusion that is communicated to current and prospective faculty, students, and staff and is reflected in the distribution of the program's human, physical, and financial resources.

- The program must describe its plan for maintaining or increasing the diversity of its faculty, staff, and students during the next two accreditation cycles as compared with the existing diversity of the faculty, staff, and students of the institution.
- The program must document that institutional-, college-, or program-level policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other diversity initiatives at the program, college, or institutional level.

[X] Demonstrated

2018 Analysis/Review: As the flagship public university in a majority-minority state, UNM embraces its diversity with robust policies and resources promoting inclusion and an equitable environment for students, faculty and staff. The multitude of programs and resources in this regard at the institutional level include the UNM Division for Equity & Inclusion, the Office of Equal Opportunity, the Diversity Council, the Graduate Resource Center, ENLACE and numerous specialized minority resource centers within the Office of Student Affairs, all of which are accessible via the UNM website and are detailed in the APR. Within the SA+P, two stand-out initiatives, the Indigenous Design & Planning Institute (iD+Pi) and the Resource Center for Raza Planning (RCRP), engage students and faculty with diverse populations of particular relevance to the UNM community and history, including annual design studio offerings in the Architecture Department in conjunction with iD+Pi and the local native community.

The department continues to step up its efforts for recruitment of women and underserved populations, with particularly aggressive efforts at the graduate level. This takes many forms, including a recently launched

mentoring program, active outreach via the local AIA chapters, increased graduate assistantships that further augment the relatively low cost of the program, and the leveraging of grant money available from the Office of Graduate Studies and other internal sources to bolster recruitment effectiveness. Enrollment of women has steadily increased, approaching the ACSA national average (39% in 2017 vs. 41% nationwide). Creative hiring efforts have also allowed the department to reach gender parity within the faculty, with a hiring policy committed to both outstanding qualifications and a diverse faculty profile.

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

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

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

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

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

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

   [X] Described

2018 Analysis/Review: The APR, supported by further discussions during the visit, describes in detail how the program responds to the defining perspectives. The degree to which the evidence overlaps among the five perspectives is notable in that it suggests a holistic approach wherein these aspects of professional education are not treated in isolation.

The program addresses interpersonal skills and collaboration in multiple ways, primarily through team-oriented studios in the early years of all three curriculum tracks. The combination of a dominant resident-state student base with a significant percentage of international students often accentuates the benefit of collaborative experiences. In addition to leadership opportunities in the many student groups, both specific to the UNM milieu as well as nationally, the robust opportunities in community engagement, such as DPAC or the AIAS Freedom by Design initiative, encourage student leadership within areas integral to the grassroots practice of architecture.

Excellence in design education forms a core of the program, with an emphasis on its iterative and multi-disciplinary nature. This ethos is enshrined in the department's mission statement and is evident in the increasing complexity of studio projects as students progress through the curriculum, allowing faculty "to know what the students experienced in the previous semester, so they can build upon that basis, or stretch the group in another direction." (*APR, p. 12*) Other significant avenues for in-depth design education include interaction with distinguished design professionals of national stature, such as through the Marjorie Mead Hooker Endowed Visiting Professors, who team with faculty annually to teach an advanced integrated design studio.

As with many other aspects of the program, its unique context within the professional scene of New Mexico facilitates a robust relationship with the local architectural community. These connections with local

practitioners, AIA chapters and state regulators directly benefit the students in the professional program, with frequent exposure to the opportunities and processes for professional development and licensure as well as alternate career paths. Opportunities for one-week externships and summer internships complement comprehensive professional practice coursework at both the pre-professional and graduate level. The program's efforts to take a broad view of the profession's career opportunities provides further exposure for students, as do the many avenues for meaningful community engagement and leadership, including DPAC, the CityLab collaboration between SA+P and the City of Albuquerque, ecoMOD and others, all of which reinforce the various roles and responsibilities of design professionals in the greater community.

New Mexico's climate, particularly regarding water resources, has necessarily elevated the importance of environmental stewardship for both the state and the university. As quoted in the APR, "the mission of the Architecture Department is 'to investigate critically the architectural systems and social forces that define sustainable built environments both locally and globally, while honoring cultural identities through teaching, research and practice.'" (*p. 5*) This emphasis on sustainability pervades the program's curriculum, from foundational systems and materials courses to the application of sustainable principles in design studios and the integration of environmental simulation and analysis tools as part of the design process. Students benefit from a wealth of technical expertise within the faculty as well as opportunities for interdisciplinary research, design and application, exemplified by the ecoMOD studios and seminars, hosted in SA+P with student participants from a wide variety of programs across UNM.

Ongoing programs and initiatives such as ecoMOD, DPAC, Freedom by Design and others stand as prime examples of how SA+P prepares its students to embrace community engagement and the hands-on application of professional skills. These cross boundaries of curricular components, student initiatives and faculty scholarship, and notably integrate concepts of design excellence, professional responsibility, technical expertise and environmental stewardship. As summarized in the APR (*p. 19*):

> *Honing the relationship between architecture and the public good is the substance of current discourse and exploration. We believe that an academic community should be a critical forum for that debate, and our role includes teaching students to be principled members of the discussion. This includes questioning the roles of professionals, honest evaluation of one's own work, a dedication to rigorous practice and the pursuit of knowledge, ethical judgment, and active attempts to articulate a stance towards the public good. These values will continue to be central in our long-range planning.*

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

[X] Demonstrated

2018 Analysis/Review: The APR and information presented during the visit demonstrated a present and future planning process for multi-year plans for improvements within the context of the university mission and culture. According to the APR, strategic planning is handled at the school level at UNM on a three-year cycle with each program contributing their input. The university is completing the 2014-17 plan, and the SA+P faculty is discussing a plan for 2018 with the intention to create an Antoine Predock Center for Design and Research. In a larger strategic plan process, the Architecture Department will hold meetings with faculty, staff and students to address future steps for the department for the next ten years. This will coalesce in a strategic plan committee, which will create drafts from each department, shared with the entire school community, with the expectation to find shared values and interests brought together into a coherent holistic plan. This new planning effort will begin subsequent to the accreditation visit, after reviewing the student work displayed and holding a faculty retreat to discuss the curriculum. This planning group will include registered architects, graduates of the M.Arch. program and others.

During the team's meeting with Provost Dr. Chaouki Abdallah, he reinforced that the Architecture Department and SA+P stand out as integral parts in the university's mission and culture to reach out and serve the statewide community.

I.1.6 Assessment:

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

- How well the program is progressing toward its mission and stated objectives.
- Progress against its defined multiyear objectives.
- Progress in addressing deficiencies and causes of concern identified at the time of the last visit.
- Strengths, challenges, and opportunities faced by the program while continuously improving learning opportunities.

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

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

[X] Demonstrated

2018 Analysis/Review: As mentioned in the APR (*p. 21*), "Student Learning Outcomes are specifically measured in terms of knowledge, skill and responsibility." Every degree at UNM has an annual self-assessment to review their curriculum as well as the health and effectiveness of the degree. The M.Arch. program decides which self-assessments will be looked at every year, and all are reviewed within a two- or three-year span. Progress against its defined multiyear objectives is stated in the interim progress report and evaluated by staff and faculty, typically on a yearly basis.

In terms of addressing deficiencies and causes of concern, their responses provide concise adjustments and fixes to the curriculum and program that lend themselves to helpful changes that will correct the concerns. Some of these changes include course overhauls, small changes, and updated statistics from the university regarding gender and enrollment. SA+P strives to consider the requirements of NAAB, their own preferences, timeless strategies, and new technologies and techniques when improving the learning opportunities offered to their students.

According to the APR and confirmed on site, faculty meet regularly to discuss student achievement and always look for effective teaching and synthesization to create well-rounded students. They focus on both strategy and tactics when assessing and developing curriculum. Faculty meet once a month to discuss curriculum and have additional focused meetings about educational successes and challenges. There are also half-day and full-day curriculum meetings to discuss future trajectories.

Part One (I): Section 2 – Resources

I.2.1 Human Resources and Human Resource Development:

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

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

[X] Demonstrated

2018 Team Assessment: One comment from the 2012 VTR (*p. 10*) bears repeating based on the team's discussions with current faculty:

> *The Program is encouraged to seek a balance between part-time and full-time faculty relative to the role, scope and mission of the Program... The Program Director has developed a strategy for recruiting part-time faculty to ensure the learning objectives of the program are achieved.*

The department appears to be well-served by a greater number of part-time faculty than previously to help maintain an optimum faculty course load (the result of an undergraduate "open enrollment" policy implemented by the university two years ago). Per the APR (*p. 40*) "...an ad hoc committee coming out of the Promotion and Tenure committee, focused on defining the faculty load" will be formed to address what faculty described currently as a "negotiated" process, due to the fact that the university load calculation (based on contact "credits") does not easily align with studio or large-lecture loads common in the program.

Associate Professor Kristina Yu is the Architecture Licensing Advisor (ALA). Professor Yu works closely with NCARB Advisor Professor Roger Schluntz, AIA, NM State Advisors Jennifer Penner and Tina Reames, UNM Student Advisor Evan Berger, and firm advisors Ashley Hartshorn and Jim Ochswald. A comprehensive approach to presentations, ongoing discussions and association participation is evident.

Start-up funding for new faculty exists – typically $3-4K – to attend conferences. Priority in travel funding ("when available") is distributed to both tenure-track faculty and faculty soon pursuing promotion to full professor. Faculty stated that 75-80% of support is directed to non-tenured, tenure-track faculty. Informal mentoring processes exist, which for current non-tenured faculty is sufficient; however, there is no formal mentoring for faculty considering promotion to full professors. The APR provided two important supporting facts: a) a linked chart of grant funding to demonstrate the active pursuit of external funding by faculty since the 2012 VTR; and b) appointment of a new staff member supporting research efforts.

The program maintains both graduate and undergraduate advisors who work closely with department faculty and students to provide support throughout the students' education. The program has a one-week externship program during winter break for students wanting to connect with firms. AIAS sponsors an annual career fair for SA+P, as well as holding "firm crawls" to introduce students and firms to each other for potential intern or job opportunities. The university provides career services, including how to develop a resume and cover letter, and video-taping practice interviews. SA+P does not have an alumni coordinator or internal staff dedicated specifically to career development for SA+P students.

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

Physical resources include but are not limited to the following:

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

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

> **[X] Described**

2018 Team Assessment: As detailed in the APR and confirmed on-site, the SA+P is housed in George Pearl Hall, which was completed in 2008. Within the building there is individual and permanent office space for all full-time faculty, as well as a larger shared office for part-time faculty. Offices are distributed around the studios and easily accessible to students. Each student is also given a space consisting of a desk, locker system, chair, and pin up surface. The studio space is large and open with many reservable spaces. Within the building there are adequate classrooms, fabrication shops, computer labs, 3D printers, laser cutters, and a plotter and printing area. Computer labs are used for courses and individual student work, and software is preloaded on most of the computers based on need. In addition, the Fine Arts and Design Library, housed in the building, provides space for research, studying, and group discussion in reservable rooms.

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

> **[X] Demonstrated**

2018 Team Assessment: According to the APR, the SA+P receives the majority of its funding through annual state allocation from the general budget of the university, as determined by a state formula. The APR (*p. 34*) states "... notwithstanding, less than 20% of the university's total budget is provided by the state of New Mexico." The balance of the institution's budget comes from differential tuition, student fees, contracts and grants, and private giving. Budget cuts in FY 2017 and 2018 have presented challenges; however, according to the APR the program's Instructional and General Budget has increased since the last accreditation visit because of the state formula related to increases in salary of faculty, new hires and promotions. The SA+P had a significant increase in the undergraduate population in the 2016-17 academic year, the same year an additional faculty line was funded. In addition, Master of Architecture applications almost doubled in the 2017-18 academic year, and the SA+P was able to replace the faculty member who left in the 2016-17 academic year with two new faculty, Nora Wendl and Ane Gonzalez-Lara.

The program reported approximately $10M in endowment funds to support a wide range of work, including student scholarships and special programs (lectures, visiting critics, field studies, etc.). This represents a very strong base for the program's long-range programming capability. Scholarship funding from donors has increased to over $60,000 available annually. The addition of the Antoine Predock Center for Design Research is an important addition, yet further fundraising is necessary to secure permanent archival storage and use of materials. The J.B. Jackson Endowment (landscape studies) helps connect two departments and supports the continued scholarship in regional studies.

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

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

>   **[X] Demonstrated**

2018 Team Assessment: In addition to detailed descriptions in the APR, the team observed adequate hard copy and digital resources in the Fine Arts & Design Library (FADL), located within the SA+P. Additional student resources are located in the Zimmerman Library, including the Center for Southwest Research Special Collections and Archives, and at the Centennial Science and Engineering Library. Architecture students use all three libraries, though most often the FADL since it is located on the top floor of George Pearl Hall. All are part of the larger New Mexico University Libraries (UL) system. Information is readily accessible to both students and faculty. The library is open seven days a week. Entering students are taught how to use the library system in a classroom located within FADL, which is equipped with resources to teach how to access digital and hard copy media in a comprehensive manner. Visual materials include: a subscription to the Art Store; online and print periodicals; 84,000 art, art history, and photography items; access to building design documents, including HABS; and numerous other drawings. 17,500 volumes are catalogued in the NA classification (architecture and planning) with an additional 1,500 volumes catalogued within the SB 450-SB 487 (landscape architecture) classification ranges. Though the budget for the university library system is relatively flat, FADL has one of the highest uses of campus libraries. Consequently, it is able to still get some new material every year. In addition, donations continue to be made to the library from local architects, and online access to material continues to be improved annually.

I.2.5 Administrative Structure and Governance:

- **Administrative Structure:** The program must describe its administrative structure and identify key personnel within the context of the program and school, college, and institution.
- **Governance:** The program must describe the role of faculty, staff, and students in both program and institutional governance structures. The program must describe the relationship of these structures to the governance structures of the academic unit and the institution.

>   **[X] Described**

2018 Team Assessment: As described in the APR and confirmed via meetings during the visit, the School of Architecture + Planning (one of 15 colleges and schools at UNM) is comprised of three academic departments: architecture, landscape architecture, and community & regional planning. The school is administered by a dean, who reports directly to the provost. The dean also regularly attends monthly Board of Regents meetings. The dean is supported by an associate dean for student engagement and academic innovation, an associate dean for research, a student services & technologies coordinator, a special assistant to the dean for outcomes assessment, an academic operations officer, and a development director.

An appointed chair administers the Department of Architecture, and is assisted by an associate chair with a set of faculty committees engaged in normal academic policies and procedures. The chair appoints faculty to committees. The chair handles annual reports for faculty, budget, management of administrative assistants, assessment (with the special assistant to the dean for outcomes assessment) and accreditation duties.

As noted in the APR (*p. 40*): "Students sometimes serve on committees – especially search committees. In addition, students are consulted on all substantial curriculum changes."

CONDITIONS FOR ACCREDITATION
PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

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

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

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

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 624 Architectural Theory and ARCH 652 Pre-Design and Architectural Programming.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 621 Research Methodology and ARCH 624 Architectural Theory. ARCH 604 Master's Architectural Design IV presents clear understanding of the Design Thinking criterion.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 621 Research Methodology and ARCH 635 Systems Integration II.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work dispersed across several courses but in particular work prepared in ARCH 604 Master's Architectural Design IV.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 601 Master's Architectural Design I.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 501 Graduate Architectural Design II, ARCH 604 Master's Architectural Design IV, ARCH 621 Research Methodology and LA 556 Site/Environment.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 523 World Architecture I and ARCH 524 World Architecture II.

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

[X] Not Met

2018 Team Assessment: According to the department chair, the evidence relating to this SPC was unavailable for review at the time of the visit, including course syllabus, information regarding readings or other content, quizzes, papers, or other evidence. As a result, the team was unable to assess compliance with this criterion. Social equity was tangentially shown in ARCH 633 Sustainability II through the impact of sustainable design; however, it alone did not rise to the level of understanding.

Realm A. General Team Commentary: The team noted that all criteria in Realm A were met, except for SPC A.8 Cultural Diversity and Social Equity, which was **not met**.

Students have an understanding and ability for critical thinking and representation skills. The skills are dispersed across several courses including design studio, theory, pre-design, research methodology, systems integration and site/environment. These courses create a breadth of knowledge clearly articulated in student work that showcases investigative skills and design thinking that is carried through their education. SPC A.8 Cultural Diversity and Social Equity is not met because student evidence was not available for the team to assess. Social equity was shown in ARCH 633, but not to the full level of understanding.

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

Student learning aspirations for this realm include

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

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 542/652 Pre-Design and Architectural Programming and ARCH 604 Master's Architectural Design IV.

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

[X] Not Met

2018 Team Assessment: While the team found evidence of student achievement at the prescribed level for some of the components of the criterion in student work prepared for LA 556 Site/Environment and ARCH 604 Master's Architectural Design IV, after examining additional requested evidence, the team only found student work responding to topography at the level of understanding.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 601 Master's Architectural Design I and ARCH 604 Master's Architectural Design IV.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 604 Master's Architectural Design IV, ARCH 634 Systems Integration I and ARCH 635 Systems Integration II.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 532 Architectural Structures I and ARCH 533 Architectural Structures II.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 633 Sustainability II, ARCH 634 Systems Integration I and ARCH 635 Systems Integration II.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 633 Sustainability II, ARCH 634 Systems Integration I and ARCH 635 Systems Integration II, all of which present building envelope systems applied to a reasonably discreet design problem to permit full resolution of systems. Work presented in ARCH 604 Master's Architectural Design IV (Spring 2017) described detailed attention to envelope systems.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 634 Systems Integration I and ARCH 635 Systems Integration II, both of which present understanding of building material assemblies through a modest-scaled commercial building.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 635 Systems Integration II and in prior year courses, ARCH 432/534 Building Systems (now ARCH 634 Systems Integration I).

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work and tests prepared for ARCH 652 Pre-Design and Architectural Programming, ARCH 635 Systems Integration II and ARCH 651 Professional Practice.

Realm B. General Team Commentary: The team noted that all criteria in Realm B were met, except for SPC B.2 Site Design, which was **not met**.

A combination of structural and design-based coursework addresses building practices, technical skills, and systems knowledge, which is then focused on two courses: ARCH 634 and ARCH 635 Systems Integration I & II. The program chose to illustrate these capabilities – primarily ABILITY – through the implementation of a modest, one-story commercial building that presented the opportunity to fully demonstrate integrative capability. Each project has elements of material understanding through performance attributes (strongest) to product & finish (sufficient). Student work demonstrates components and assemblies – primarily cladding systems. ARCH 531 Graduate Construction I (required for Track 3 students only, with equivalence evaluated for Track 2 and Track 2.5) is a strong complement to Systems Integration; this course is well-structured and presents clear assessment of student work.

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

Student learning aspirations in this realm include:

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

- Responding to environmental stewardship goals across multiple systems for an integrated solution.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 621 Research Methodology and ARCH 624 Architectural Theory. These present well-structured, comprehensive overviews of decision-making in both applied and theoretical realms. It appears relevant that these courses are offered and usually undertaken in the same semester to test and compare the pragmatics of research methodology with the speculative/narrative structure of architectural theory.

This SPC was **met with distinction.**

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 604 Master's Architectural Design IV, ARCH 633 Sustainability II and ARCH 635 Systems Integration II.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 604 Master's Architectural Design IV and ARCH 635 Systems Integration II. ARCH 633 Sustainability provides complementary support for analytic skill and design thinking.

Realm C. General Team Commentary: The team noted that all criteria in Realm C were met, and that SPC C.1 Research was **met with distinction**.

Student work in ARCH 621 Research Methodology and ARCH 624 Architectural Theory (both required courses) illustrated well-structured, comprehensive overviews of decision-making in both applied and theoretical realms. It appears relevant that these courses are offered and usually undertaken in the same semester to test and compare the pragmatics of research methodology with the speculative/narrative structure of architectural theory.

The student comprehensive project prepared in ARCH 604 Master's Architectural Design IV demonstrated complex design decisions and integration of the prescribed criteria for C.2 and C.3. ARCH 635 Systems Integration II provided evidence of similar integration on a smaller scale project.

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

Student learning aspirations for this realm include:

- Comprehending the business of architecture and construction.
- Discerning the valuable roles and key players in related disciplines.
- Understanding a professional code of ethics, as well as legal and professional responsibilities.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 651 Professional Practice.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 651 Professional Practice and ARCH 652 Pre-Design & Architectural Programming.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 651 Professional Practice.

This SPC was **met with distinction**. The information is presented in a manner that builds logically on information presented throughout the course. This results in well-thought out and well-developed business plans for starting a firm that showcase the student teams' uniqueness.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 651 Professional Practice.

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

[X] Met

2018 Team Assessment: The team found evidence of student achievement at the prescribed level in student work prepared for ARCH 651 Professional Practice.

Realm D. General Team Commentary: The team noted that all criteria in Realm D were met, and that SPC D.3 Business Practices was **met with distinction**.

The information presented in Arch 651 Professional Practice is well defined, presented in a clear manner, and the visiting lecturers complement the syllabus while providing a good introduction to firms in the area. Students were able to attend a community meeting that provided insight into how stakeholders can impact the outcome of a project in a real and meaningful manner.

Part Two (II): Section 2 – Curricular Framework

II.2.1 Institutional Accreditation

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

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

[X] Met

2018 Team Assessment: The University of New Mexico has been continuously accredited through the Higher Learning Commission (HLC) since 1922. The HLC accreditation covers all of UNM's campuses and programs. The institution's last comprehensive accreditation review occurred in April 2009, resulting in a full 10-year reaffirmation of accreditation. The APR provides a link to the accreditation page of the UNM website verifying this information.

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

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

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

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

[X] Met

2018 Team Assessment: The professional degree, as described in the APR and confirmed in conversations with the administration and staff during the visit, meets the title exclusively reserved for NAAB-accredited professional degree programs, as well as the minimum credit hour requirements and distribution as specified by NAAB. This is consistent for all tracks: Track 2 ("Pre-professional plus"), Track 2.5 (also "Pre-professional plus" with more professional and technical coursework than Track 2), and Track 3 ("Non-pre-professional plus").

Through the APR and supplemental team room information examining admission evaluation documents (redacted) for all three tracks (Track 3, Track 2.5, Track 2) and graduation review (inclusive of co-op,

externship or other employment experience) the program describes a thorough, individualized evaluation of previous coursework leading to placement decisions. This also supports the advising system to meet prerequisite and progression expectations and requirements.

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

The program must demonstrate that it has a thorough and equitable process for evaluating the preparatory or preprofessional education of individuals admitted to the NAAB-accredited degree program.
- Programs must document their processes for evaluating a student's prior academic course work related to satisfying NAAB student performance criteria when a student is admitted to the professional degree program.
- In the event a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist.
- The program must demonstrate that the evaluation of baccalaureate-degree or associate-degree content is clearly articulated in the admissions process, and that the evaluation process and its implications for the length of a professional degree program can be understood by a candidate before accepting the offer of admission. See also Condition II.4.6.

[X] Met

2018 Team Assessment: The APR provided a detailed explanation of the standards and procedures that the program uses for evaluation of preparatory education, confirmed by the team's review of admissions files provided by the program and meetings with the department chair. As noted in the APR (*p. 48*):

> *While a large percentage of our applicants express interest in the Track 2 or Track 2.5 options (for students with an architectural undergraduate degree), they can not assume they will get into those tracks until their course information has been reviewed. The expectation is that without this information, students can only be admitted to the Track 3, which is typically for students that don't have any background in architecture.*

As described in the APR and confirmed on-site, program faculty for the relevant courses review syllabi, course content and design studio work from students seeking advanced placement (i.e., into either of the Track 2 or Track 2.5 options) to assess whether it meets relevant NAAB SPC per the standards established by the program for their own Track 3 coursework. For graduates of the department's BAA degree in the pre-professional track, upper level courses satisfying SPC coincide with the corresponding Track 3 classes. The program communicates directly with applicants about the evaluation process, which is also outlined in the application information provided on the program's website and admissions/applications materials.

Part Two (II): Section 4 – Public Information

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

II.4.1 Statement on NAAB-Accredited Degrees:

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

> **[X] Met**

2018 Team Assessment: The team found the exact required NAAB language in the catalog and promotional material on the university website.

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

> **[X] Met**

2018 Team Assessment: The team found the required documents on the university website, electronically available to all students, faculty and the public.

II.4.3 Access to Career Development Information:

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

> **[X] Met**

2018 Team Assessment: The program demonstrated the required access to career development and placement services through documents found on the university website as well as via staff advisors and supplemental programs.

The program maintains both F/T graduate and undergraduate advisors who work closely with department faculty and students to provide support throughout the students' education. The program has a one-week externship program during winter break for students wanting to connect with firms. AIAS sponsors an annual career fair for SA+P in addition to holding "firm crawls" to introduce students and firms to each other for potential intern or job opportunities. The university provides career services, including how to develop a resume and cover letter, and video-taping practice interviews. SA+P does not have an alumni coordinator or staff dedicated specifically to career development for SA+P students.

II.4.4 Public Access to APRs and VTRs:

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

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

- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.
- The most recent APR.[1]
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2018 Team Assessment: The team found the most recent APR, VTR, decision letter from the NAAB, and Interim Progress Report on the program's website.

II.4.5 ARE Pass Rates:

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

[X] Met

2018 Team Assessment: The team found information on ARE pass rates for SA+P on the program website. The website additionally connects to the NCARB website where one types in "University of New Mexico" to access ARE pass rates.

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2018 Team Assessment: The program documents and makes available the required admissions and advising information on both the architecture webpage and the admissions webpage via the link provided in the APR. In addition to the web pages, the academic advisor for the graduate level provides information and resources to the students upon request and appointments.

II.4.7 Student Financial Information:

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

[X] Met

2018 Team Assessment: The program demonstrated the required access to student financial information through the Office of Admissions webpage via the link provided in the APR.

PART THREE (III): ANNUAL AND INTERIM REPORTS

III.1 Annual Statistical Reports: The program is required to submit Annual Statistical Reports in the format required by the *NAAB Procedures for Accreditation*.

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

[X] Met

2018 Team Assessment: The program submitted the required Annual Statistical Reports, copies of which were provided via a Dropbox link in the APR and also on the program website. The UNM Office of Institutional Analytics verified in writing that the reports are consistent with institutional reports to national and regional agencies.

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

[X] Met

2018 Team Assessment: The program submitted the required Interim Progress Report, which is posted publicly on the program's website.

IV.   Appendices:

Appendix 1. Conditions Met with Distinction

SPC C.1 Research: Student work in research methodology, ARCH 621 Research Methodology and ARCH 624 Architectural Theory (both required courses), illustrated well-structured, comprehensive overviews of decision-making in both applied and theoretical realms. It appears relevant that these courses are offered and usually undertaken in the same semester to test and compare the pragmatics of research methodology with the speculative/narrative structure of architectural theory.

SPC D.3 Business Practices: The course content and student work for ARCH 651 Professional Practice builds logically on information presented throughout the course. This results in well-thought out and well-developed business plans for starting a firm that showcase the student teams' uniqueness.

Appendix 2. Team SPC Matrix

NAAB STUDENT PERFORMANCE CRITERIA: UNIVERSITY OF NEW MEXICO MASTER OF ARCHITECTURE

It is assumed the majority of the Track 2 and 2.5 students have completed something comparable to the 500 level courses. 500 Level courses are required for Track 3 students. The relevant faculty and the architecture chair assess syllabi and student work for placement of Track 2 and Track 2.5 students. The graduate advisor tracks the process.

SPC Met in NAAB-accredited program.

Realms and criteria (columns):
- **REALM A — Critical Thinking and Representation:** A.1 Professional Communication Skills · A.2 Design Thinking Skills · A.3 Investigative Skills · A.4 Architectural Design Skills · A.5 Ordering Systems · A.6 Use of Precedents · A.7 History and Global Culture · A.8 Cultural Diversity and Social Equity
- **REALM B — Building Practices, Technical Skills, and Knowledge:** B.1 Pre-Design · B.2 Site Design · B.3 Codes and Regulations · B.4 Technical Documentation · B.5 Structural Systems · B.6 Environmental Systems · B.7 Building Envelope Systems and Assemblies · B.8 Building Materials and Assemblies · B.9 Building Service Systems · B.10 Financial Considerations
- **REALM C — Integrated:** C.1 Research · C.2 Integrated Evaluations and Decision-Making Design Process · C.3 Integrative Design
- **REALM D — Professional Practice:** D.1 Stakeholder Roles in Architecture · D.2 Project Management · D.3 Business Practices · D.4 Legal Responsibilities · D.5 Professional Conduct
- Digital Content on Hard Drive

Course	Category	Instructors	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	C.1	C.2	C.3	D.1	D.2	D.3	D.4	D.5	Digital
ARCH 500 Graduate Architectural Design I	STUDIO	David Schneider, Kima Wakefield & Catherine Harris (landscape architecture)																											
ARCH 570 Introduction to Visualization	VISUALIZATION	Arthur McGoey & Mira Woodson																											
ARCH 501 Graduate Architectural	STUDIO	Gabriella Gutierrez, Nora Wendt & Kristen Shaw						■																					
ARCH 523 World Architecture I	HISTORY/THEORY	Brian Goldstein							■																				
ARCH 502 Architectural Structures I	PROFESSIONAL/TECHNICAL	Kuppu Iyengar, Michael Ryan													■														D
ARCH 502 Graduate Architectural Design II	STUDIO	Kramer Woodard																											
ARCH 524 World Architecture II	HISTORY/THEORY	Spring 2016 & Spring 2017: Brian Goldstein							■																				
ARCH 531 Graduate Construction I	PROFESSIONAL/TECHNICAL	Kristina Yu																											
ARCH 533 Architectural Structures II	PROFESSIONAL/TECHNICAL	Kuppu Iyengar, Michael Ryan													■														
LA 556 Site/Environment	PROFESSIONAL/TECHNICAL	Kathy Kambic (landscape architecture)						■																					D
ARCH 601 Masters Architectural Design I	STUDIO	Alex Webb & Ane Gonzalez Lara					■						■																D
ARCH 603 Architectural Analysis	HISTORY/THEORY	Jared Winchester																											D
ARCH 693 Sustainability II	PROFESSIONAL/TECHNICAL	Kuppu Iyengar												■		■	■	■				■	■						D
ARCH 684 Systems Integration I	PROFESSIONAL/TECHNICAL	Ane Gonzalez Lara				■								■			■		■	■		■	■		■				D
ARCH 692 Pre-Design & Architectural	PROFESSIONAL/TECHNICAL	Gabriella Gutierrez	■								■																		
ARCH 602 Masters Architectural Design II	STUDIO	Karen King, Michelle Negriette, Donavon Boone / John Quale, Roger Schluntz, Michaele Pride & Chris Becorre		■				■																					D
ARCH 621 Research Methodology	PROFESSIONAL/TECHNICAL	Mark Childs	■	■	■																■								D
ARCH 704 Architectural Theory	HISTORY/	Nora Wendt (new course)		■																	■								D
ARCH 685 Systems Integration II	PROFESSIONAL/TECHNICAL	Arthur McGoey			■									■			■												D
GRADUATE REVIEW PRIOR TO FINAL YEAR OF MASTER OF ARCHITECTURE																												
ARCH 603 Masters Architectural Design III	STUDIO	Roger Schluntz, Kramer Woodard, Kristina Yu																											D
ARCH 604 Masters Architectural Design IV	STUDIO	Gabriella Gutierrez & Geoff Adams						■						■								■	■						D
ARCH 651 Professional Practice	TECHNICAL/PROFESSIONAL	Roger Schluntz												■			■			■				■	■	■	■	■	

Appendix 3. The Visiting Team

Team Chair, Representing the AIA
John Edwards, Assoc. AIA, LEED AP-BD+C
Bonstra | Haresign ARCHITECTS
1728 14th Street, NW | Suite 300
Washington, DC 20009
202.328.5716
jedwards@bonstra.com

Representing the ACSA
Ken Lambla, AIA
Dean and Professor
UNC Charlotte
College of Arts + Architecture
9201 University City Blvd.
Charlotte, NC 28223
704.687.0090
kalambla@uncc.edu

Representing the NCARB
Stephen Parker, FAIA, LEED AP
Grimm + Parker Architects
Potomac, MD 20854
240.603.9014
sparker@gparch.com

Representing the AIAS
Haley DeNardo, AIAS
3411 Beaver Dams Moreland Road
Montour Falls, NY 14865
607.351.2932
hdenardo@gmail.com

Non-Voting Team Member
Barbara Felix, AIA
BARBARA FELIX ARCHITECTURE + DESIGN
511 Agua Fria
Santa Fe, NM 87501
505.820.1555
Barbara.felix@bjfelix.com
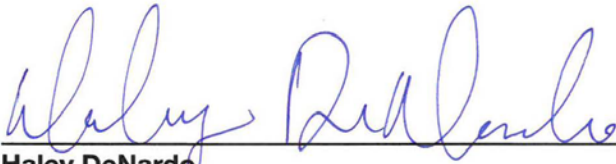
V. **Report Signatures**

Respectfully Submitted,

_____

John Edwards, Assoc. AIA
Team Chair

_____

Ken Lambla, AIA
Team Member

_____

Stephen Parker, FAIA
Team Member

_____

Haley DeNardo
Team Member

4/10/2018
_____

Barbara Felix, AIA
Team Member