National Architectural Accrediting Board, Inc.

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March 9, 2017

Dr. Pedro Reyes
Interim President
Office of the President
Main Building, Suite 4-122
One UTSA Circle
San Antonio, Texas 78249

Dear Dr. Reyes,

At their February 2017 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for the University of Texas at San Antonio.

On behalf of the Board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted an eight-year term of accreditation. The term is effective January 1, 2016 and the program is scheduled for its next visit for continuing accreditation in 2024.

Please be reminded that continuing accreditation is predicated on two reporting requirements:

a) Annual Statistical Reports. These reports capture statistical information on the institution and the program. The next statistical report is due on or before November 30, 2017.

b) Interim Progress Reports. Programs that receive an eight-year term of accreditation must submit an Interim Progress Report (IPR) two years after a visit and again five years after the visit. UT-San Antonio's first interim progress report is due November 30, 2018. There is more information on the IPR process in Section 10 of the *NAAB 2015 Procedures for Accreditation.*

Finally, public dissemination of both the Architecture Program Report and the VTR is a Condition of accreditation. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the *2014 Conditions for Accreditation* and Section 5 of the *NAAB Procedures for Accreditation, 2015 Edition*.

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Judith Kinnard, FAIA
President

cc: Vincent Canizaro, Chair ✓
Ronald J. Battaglia, FAIA, Team Chair

Enc: Final Visiting Team Report

The University of Texas at San Antonio
Department of Architecture

2016 Visiting Team Report

Master of Architecture
Track I (preprofessional degree + 52 credits)
Track II (non-professional degree + up to 39 credits of preparatory studies + 52 credits)

The National Architectural Accrediting Board
November 2, 2016

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. Acknowledgements and Observations

The NAAB team thanks the Department of Architecture, part of the College of Architecture, Construction and Planning (CACP) at the University of Texas at San Antonio (UTSA), for its hospitality and assistance during the team visit. In particular, the team wants to recognize Department Chair Vincent Canizaro for the organization and clarity of the evidence displayed in the team room. His determined attention to creating this comprehensive display of student work facilitated the team's review. In addition, his enthusiasm for and dedication to the program was manifest throughout the visit and was recognized during sessions with students and faculty.

The curriculum and pedagogy of the architecture program are informed by their unique setting, San Antonio, which is both a modern city and a historic city. It is a city that is rich in architectural professionals and renowned architectural firms and a city that employs many of the program's students. UTSA students are being prepared to be future professionals and researchers who are ready for a globalized and challenging environment. The program explores the most recent innovations in architectural thinking and practice, such as parametric modeling and digital fabrication, while respecting and continuing traditional skills and ideas informed by attention to historic preservation.

Strong Program Leadership
The department chair has provided excellent leadership in fine-tuning the program to the needs of the students, the faculty, an ever-changing profession, and the current NAAB conditions and procedures.

An Energetic and Inventive Faculty
The kind of accelerated progress that the team has observed since the last visit can be attributed to the work of an energetic and inventive faculty. The many positive developments in the curriculum over the last few years, which were observed by the team, are a testament to in-depth planning, open and flexible attitudes toward change, and productive collaboration between administrators and staff, and between junior and senior faculty.

Broad Attention to Historic Preservation
The UTSA program is extraordinary in the depth of its instruction in historic preservation. The college's Center for Cultural Sustainability provides opportunities for faculty to engage in preservation research and for students to undertake real-world preservation projects. Nearly one-third of the graduate students respond to these opportunities by completing the program's Certificate in Historic Preservation. Most students are exposed to at least one preservation-focused studio during their studies.

Instruction in Integrated Design Thinking
Teaching students to develop integrated solutions to complex problems is a strong point of the program. Research is encouraged throughout the curriculum, with in-depth research projects required at two points in the program: in ARC 6136 Advanced Topics Studio and ARC 6931 Masters Project Preparation. The first studio of the Masters sequence begins with an in-depth analysis of selected building precedents. Another first-semester course, ARC 5733 Advanced Building Technology & Sustainability, uses research to inform design decision-making concerning a complex set of sustainable criteria. Integrated design thinking is most fully expressed in the second-year ARC 6146 Advanced Technical Studio. In this course, students prepare a full set of drawings, which integrates their research and decision-making concerning site, program, structural, and environmental systems, and building envelope assemblies. This careful sequence of courses provides a strong

introduction to design as it is practiced by the profession.

Excellence in Environmental Systems Instruction
Instructors in environmental systems, with encouragement and support from the program leadership, have developed state-of-the-art courses in environmental systems and sustainability, including ARC 5733 Advanced Building Technology & Sustainability. This instruction prepares UTSA students for leadership in dealing with the critical contemporary problems of environmental degradation, climate warming, and sustainable growth.

The Presence of Working Students
Sixty percent of the graduate students in the program are working 20-40+ hours per week within the architectural field. Faculty appreciate having students with real professional experience in their classes, and students learn first-hand about entering the profession from such students. Course loads and classroom scheduling at UTSA are structured with full-time students in mind.

Physical Facilities
The physical facilities of the Department of Architecture have improved since the last NAAB visit and are now acceptable for delivery of the program. The downtown location of the department is appreciated for the opportunities that it provides to engage with the San Antonio urban environment and with local professionals.

b. Conditions Not Achieved

None

II. Progress Since the Previous Site Visit (2010)

2004 Condition 1.3, Architectural Education and Registration: *The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.*

Previous Team Report (2010): There is a lack of awareness among students of the Intern Development Program and the licensing process. With the new ability of students to receive IDP credit early in their education it is important that this information be given to undergraduate students before they take the profession practice course in graduate school. The lack of a designated IDP coordinator exacerbates this issue. There is also no evidence of communication links to the State Licensing Board, which is located relatively close to the College. See Condition 1.3 below.

2016 Visiting Team Assessment: This condition is now **Met.** It is apparent that students are aware of the steps needed to become a registered architect. Aside from the informative posters that populate the studios and circulation spaces, efforts have been made by both faculty and student organizations to inform the department of interior and exterior professional (AXP) opportunities and to engage students in them. A handful of students claimed that the program was specifically sought after for the purpose of meeting professional standards in order to become registered and continue their practice. Additionally, the program has appointed an Architect Licensing Advisor who also serves as the department's liaison to the professional community. This has fostered regular interaction between the department and the Texas Society of Architects, both local and state components, and the Texas Board of Architectural Examiners. A student NCARB Licensing Advisor is also available to assist in the

licensure process.

2004 Condition 8, Physical Resources: *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Previous Team Report (2010): The significant growth of the program over a short period of time has resulted in challenges in physical resources of the college. An esprit de corps is lacking in the college due to physical deficiencies and many students expressed extreme dissatisfaction with the conditions. Many issues are not acceptable. They include:

1. —Hot desks|| in lower level studios. At times two or even three students share the same studio desk.
2. A lack of secure storage for students' equipment in all studios.
3. Use of an exit corridor for programmatic needs such as design studio jury space and the career fair. This presents life safety issues and is in conflict with code requirements.
4. Lack of a wood shop. This is an on-going problem with no resolution in sight and was identified in the previous accreditation review. The college has the equipment for the shop but it is currently in storage.
5. Lack of student lounge space.
6. Lack of dedicated space for student organizations such as AIAS.
7. Insufficient printing and plotting facilities.
8. Lack of office space available for growth of the faculty. Two new tenure-track faculty are expected in the fall of 2010 but there is currently no space available to provide offices for these individuals.
9. Smaller than ideal studio desks for graduate students. Creative approaches to house larger numbers of students have been implemented but this has resulted in compressed workspace.
10. Shared offices. It is not unusual for full time adjunct faculty to share office space. Efforts are made to pair faculty so that their office needs are not concurrent.
11. Lack of office space for student organizations.
12. Lack of climate control.

The university has developed a downtown campus master plan (copies were provided) that includes development south of the Monterey Building as a first priority over growth that has been identified in other areas of the plan. However, the plan does not specifically address growth needs of the College of Architecture. The college has goals for a new building, but there is no institutionalized plan for implementation; a budget and schedule are not part of the master plan. As a result, there is not clear support for addressing the physical needs of the college at the university level or in the near term.

Students feel the downtown campus is given second-class priority over the 1604 campus and access to cafeterias, bookstore and other facilities is limited. There is not a sense that student fees and tuition is reciprocated back to the college by the administration. Both faculty and students expressed concern about this.

2016 Visiting Team Assessment: This condition is now **Met**. A fully equipped woodworking shop is in operation, faculty offices are now dedicated, there are no hot desks at the graduate level, a new IT plotting center has been added, AIAS has dedicated space, and a coffee shop has been added in the annex with plans in place to expand it.

2004 Criterion 13.22, Building Service Systems: Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems.*

Previous Team Report (2010): The students demonstrated understanding of the basic principles and application of plumbing and electrical systems in ARC 5513. There was no evidence of work addressing vertical transportation, communication, and security and fire protection systems.

We were informed that the new textbook for this course that is in use this semester for the first time addresses these topic areas.

> **2016 Visiting Team Assessment:** This condition is now **Met**. Evidence was found in ARC 4183 Environmental Systems, ARC 5733 Advanced Building Technology & Sustainability, and ARC 5953 Environmental Systems.

2004 Criterion 13.31, Professional Development: Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Previous Team Report (2010): ARC 5133 has a limited discussion of this topic but student course work such as exams, projects or presentations do not address this topic. See Condition 1.3 above.

> **2016 Visiting Team Assessment:** This condition is now **Met**. Evidence was found in ARC 5133 Professional Practice & Ethics. In addition to the appointment of a student NCARB Licensing Advisor, significant advancement in connecting with the local profession has been accomplished. With many of the students working, a level of inner office culture transfers to the classroom.

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 and 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. This includes 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. This also includes how the program as a unit develops multi-disciplinary relationships and leverages opportunities that are uniquely defined within the university and its local context in the surrounding community.

2016 Analysis/Review: On June 5, 1969, UTSA was created by a mandate of the 61st Texas Legislature to be a university of the first class. It is a component institution of the University of Texas System, with governance vested in a nine-member Board of Regents. UTSA's architecture program has a relatively short history. Courses in architecture were first offered in 1975 in the Division of Environmental Studies and, with a sufficient number and range of courses, a concentration in architectural design became a degree program—a B.S. Architecture—in 1993. The M. Arch program was approved by the Texas Higher Education Coordinating Board, which allowed students to begin studying in this program in spring 1996. The program became the School of Architecture during the 2000-2001 academic year, received NAAB accreditation, and began the move to its downtown location. The school became the College of Architecture in 2005 and completed its move to the downtown campus, which placed it in proximity to the monuments and urban context of San Antonio's unique heritage.

The college has since developed the department and degree program in Construction, Science & Management, as well as three centers (Cultural Sustainability, Architectural Engagement, and Urban/Regional Planning). In 2014, the college changed its name to the College of Architecture, Construction and Planning. Today, the Department of Architecture has 536 students enrolled overall (78 in the M. Arch 2 & 3 programs, 369 in the B.S. Architecture program, 77 in the B.S. IDE program, and 12 in the M.S. Arch program). Down from 900+ students in 2011, the department is a more manageable size, which allows pursuit of its primary mission: the continued and responsive development of high-quality, pragmatic, exploratory, and globally educated architects who are proficient in their technical capabilities, their professional responsibilities, and their responsiveness to the site, place, city, and region in which they work—while remaining knowledgeable and aware of global practice and concerns.

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 non-traditional.

- The program must have adopted a written studio culture policy that also includes a plan for its implementation, including dissemination to all members of the learning community, regular evaluation, and continuous improvement or revision. In addition to the matters identified above, 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, participation in field trips, professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities.

2016 Analysis/Review: The UTSA architecture program consists of two Master's degree tracks (M. Arch 2 and M. Arch 3) and the preprofessional B. S. Architecture degree. The program is centered around the design studio and courses in professional topics. The department makes a dedicated effort to balance individual exploration (with a total of 15 credits being devoted to this area) and the development of professional skills.

A major outreach in 2014-2015 resulted in the preparation and implementation of the 2015-2016 Studio Culture Policy. This policy captures the supportive, diverse, and participatory spirit of the department by committing to a series of principles, life-long learning, responsibility, collaboration, dialogue, promise, being present, the studio, the design process, work, discipline, devices/distractions, the campus, the faculty and peers, and renewal. The policy is a required part of every studio syllabus and is discussed on the first day of classes.

Other elements of the learning culture and UTSA include:

- A pluralistic agenda in the design studio
- A collaborative spirit within studios
- Student involvement in faculty research agendas
- Activities that bring professionals and alumni into the classroom
- Required field trips to other cities in Texas
- Summer graduate programs that take students to other locales to engage in hands-on learning
- Alumni leadership roles in AIAS committees and awards programs (recognition of excellence from the department faculty, the chair, and the dean of the college)
- Student participation in the work of three centers: Cultural Sustainability, Architectural Engagement, and Urban/Regional Planning.

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 as compared with the diversity of the faculty, staff, and students of the institution during the next two accreditation cycles.
- 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.

2016 Analysis/Review: The UTSA architecture program is committed to maintaining and increasing the diversity of its learning community. UTSA's special mission has always been to serve the largely Hispanic population of south Texas. The university is considered a Hispanic-serving institution of higher learning and has been recognized for providing access to minorities. The university supports diversity actions through an associate provost for faculty/student diversity and recruitment and through the Student Center for Community Engagement and Inclusion. The Department of Architecture supports and furthers diversity and inclusion. Its student body mirrors the demographics of San Antonio by gender (52% male, 48% female) and ethnicity (60% Hispanic, 21% white, 6% African American). The diversity of the faculty (71% male, 7% Hispanic) is being actively addressed, although it lags behind that of the students. A high proportion of international tenure-track faculty (44%) is one result of this effort.

I.1.4 Defining Perspectives: The program must describe how it is responsive to the following perspectives or forces that impact the education and development of professional architects. Each program is expected to address these perspectives consistently and to further identify, as part of its long-range planning activities, how these perspectives will continue to be addressed in the future.

A. **Collaboration and Leadership.** The program must describe its culture for successful individual and team dynamics, collaborative experiences, and opportunities for leadership roles. Architects serve clients and the public, engage allied disciplines and professional colleagues, and rely on a spectrum of collaborative skills to work successfully across diverse groups and stakeholders.

2016 Analysis/Review: Beyond technical skills, processes, and knowledge, all of which figure significantly into the content and structure of the students' education, the practice and profession of architecture requires the ability to collaborate and lead. The UTSA program is premised on providing opportunities, support, and resources to foster the development of collaboration and leadership skills. The required courses of the M. Arch 2 program and the latter 2 years of the M. Arch 3 program alternate between exploratory and professional coursework. The professional track of these twin paths includes two studios (ARC 6126 Advanced Design Studio and ARC 6146 Advanced Technical Studio) and two co-requisite classes (ARC 5133 Professional Architectural Practice/Professional Practice & Ethics and ARC 5733 Advanced Building Technology & Sustainability), all of which include collaborative activities and focus on the development of leadership skills. All studios in the program are predicated on the importance of peer learning as part of the coursework in the form of shared critiques, cooperative projects, and group research activities.

B. **Design.** The program must describe its approach for developing graduates with an understanding of design as a multi-dimensional protocol for both problem resolution and the discovery of new opportunities that will create value. Graduates should be prepared to engage in design activity as a multi-stage process aimed at addressing increasingly complex problems, engaging a diverse constituency, and providing value and an improved future.

2016 Analysis/Review: A carefully structured sequence of design studios forms the core of design education at UTSA. Studios grow in complexity from semester to semester, with each studio respecting the importance of research, conceptual thinking, formal development, and technical development. The department's approach to design draws from the environmental and cultural fabric of San Antonio, as well as the diverse backgrounds, scholarship, and interests of the faculty. Teaching students to develop integrated solutions to complex problems is a strength of the program.

Research is encouraged throughout the curriculum, with in-depth research projects required at two points in the program: in ARC 6136 Advanced Topics Studio and ARC 6931 Masters Project Preparation. The first studio of the Masters sequence begins with an in-depth analysis of selected building precedents. Another first semester course, ARC 5733 Advanced Building Technology & Sustainability, uses research to inform design decision-making concerning a complex set of sustainable criteria. Integrated design thinking is most fully expressed in the second-year ARC 6146 Advanced Technical Studio. In this course, students prepare a full set of drawings, which integrates their research and decision-making concerning site, program, structural, and environmental systems, and building envelope assemblies. This careful sequence of courses provides a strong introduction to design as it is practiced by the profession.

C. **Professional Opportunity.** The program must describe its approach for educating students on the breadth of professional opportunity and career paths for architects in both traditional and non-traditional settings, and in local and global communities.

2016 Analysis/Review: San Antonio is the second most populous city in Texas and the seventh most populous city in the United States. UTSA's program is the only NAAB-accredited program in San Antonio. This dynamic creates a fertile environment for architectural opportunity. The regional economy has been dampened by the recent downturn in oil prices; however, from a national perspective, the economies of both Texas

and San Antonio, including construction activity, have remained relatively robust through the recession of 2008. These factors have allowed ample professional opportunities to exist for students and graduates in the San Antonio area and in Texas, in general. This is reinforced by the presence of nationally recognized firms such as Lake Flato Architects and Overland Partners.

The program offers a robust course in professional practice (ARC 5133 Professional Architectural Practice/Professional Practice & Ethics), whose instructor is also the program's Architect Licensing Advisor and job placement coordinator. The university hosts a career fair in which the program participates. The fair allows students to have opportunities for interaction with local professionals.

D. **Stewardship of the Environment.** The program must describe its approach for developing graduates who are prepared to both understand and take responsibility for stewardship of the environment and the natural resources that are significantly compromised by the act of building and by constructed human settlements.

2016 Analysis/Review: The program teaches students to be thoughtful and caring stewards of the natural environment by stressing that successful and good design considers the interconnections between the built environment and natural systems. In addition to the required coursework, extracurricular opportunities seek to expand traditional understanding and increase awareness. These opportunities include lectures on climate science and the activities of the program's Center for Cultural Sustainability and Certificate in Historic Preservation.

By understanding environmental factors and the architect's responsibility, students realize that they can have a direct positive, or negative, impact on the environment through their design and decision-making process. Through their selection of materials, construction practices, design strategies, and environmental systems, students respond to both programmatic needs and the larger needs of the environment. The Department of Architecture emphasizes a holistic approach beginning with ARC 1113 Introduction to the Built Environment in the first year of the undergraduate program and continuing with required courses that cover sustainable concepts and sustainable design: ARC 5733 Advanced Building Technology & Sustainability and ARC 6146 Advanced Technical Studio.

Students and faculty serve on the UTSA Sustainability Council, whose goal is to enhance university-wide efforts to support sustainability across the campus environment through coursework, studies/assessments, and programs that make the student body more sustainably aware. Currently, the department is in the process of converting its sustainable architecture design focus into a certificate program to spur greater student participation and allow students to receive recognition for their efforts in stewardship of the environment.

E. **Community and Social Responsibility.** The program must describe its approach for developing graduates who are prepared to be active, engaged citizens that are able to understand what it means to be a professional member of society and to act on that understanding. The social responsibility of architects lies, in part, in the belief that architects can create better places, and that architectural design can create a civilized place by making communities more livable. A program's response to social responsibility must include nurturing a calling to civic engagement to positively influence the development of, conservation of, or changes to the built and natural environment

2016 Analysis/Review: The curriculum promotes student engagement with the local community through project assignments. Projects such as "Reconnecting Downtown San Antonio," "Impact of World Heritage Designation on Surrounding New Construction and Development," and "Mission Road Power Plant," which is an adaptive re-use project, provide thoughtful, scholarly insights into local culture and community.

Extramural activities and programs that promote the strengthening of community ties

include the Students Together Achieving Revitalization (S.T.A.R.) program and the San Antonio Office of Historic Preservation's (OHP) strong partnership with CACP and the Department of Architecture. The OHP relies on student volunteers and student members of the Historic Preservation Association (HPA) and the Construction, Science & Management program to serve as team leaders at each designated site. Each OHP project is a two-weekend event focused on neighborhood revitalization through service learning.

For seven consecutive summers, UTSA architecture students have been invited to Galveston to work with the Galveston Historical Foundation (GHF), the island's leading architectural preservation and cultural advocacy organization. This program is called the Galveston Preservation Field School. Students engage in documentation, research, and hands-on rehab construction endeavors. The work helps to further the goals of the GHF while fostering an environment for learning experiences that bridge the gap between the university's emphasis on critical thinking and the professional workplace's demands for practical training.

Local design-build projects focus on construction in the San Antonio community. Although these projects are predominantly for undergraduates, they are also open to graduates. Undergraduates who participate in these projects continue to seek involvement in similar projects as graduate students.

I.1.5 Long-Range Planning: The program must demonstrate that it has identified multi-year objectives for continuous improvement with a ratified planning document and/or planning process. In addition, the program must demonstrate that data is collected routinely, and from multiple sources, to identify patterns and trends so as to inform its future planning and strategic decision making. The program must describe how planning at the program level is part of larger strategic plans for the unit, college, and university.

2016 Analysis/Review: The university president recently resigned, and the replacement search is under way. The university's Strategic Plan update awaits the new president's arrival and his/her vision for the university. Accordingly, the Department of Architecture's Strategic Plan, Design is Leadership (2007-2016), which is due for a re-visit, awaits the update of the university's plan. Design is Leadership includes the following key strategic 2007-2016 goals, which have been achieved:

Improvement in teacher-student ratios
Enhanced governance and participation of faculty in planning/curriculum
A lecture series
Enhanced community engagement
An enhanced presence of sustainability in the curriculum
Development of study abroad programs
Improved graduation rates
Development of the foundation-year program
Development of a summer academy for high school students
Creation of a fabrication shop, including digital tools
Reduced teaching loads
Increased travel funding for tenure-track faculty
Development of design-build and community studios
Increased dissemination of research
Enhancement of library and other information resources
Improved enrollment management
Expanded scholarship offerings
Establishment of research and service centers
Increased engagement between the faculty and the community via symposia, lectures, research projects, and studio projects

By mandate of the provost, supported by faculty-led interest, the department currently has department-specific by-laws under development. The department's strategic goals are being updated, considering the overall UTSA 2020 Strategic Plan, through a multi-stage process: Part 1: Challenges to Architecture – UTSA (Fall 2016), Part 2: Objectives, Strategies and Tactics (Spring 2017), Part 3: Measures and Assessment (Spring 2017), and Part 4: Implementing the new Strategic Plan (Fall 2017).

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 multi-year 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.

2016 Analysis/Review: Program self-assessment at UTSA takes many forms. Faculty are involved in assessment through annual faculty performance reviews, peer evaluations of faculty teaching for tenure reviews, required mentorship of new tenure-track faculty, faculty meetings, and annual faculty/staff retreats. Students are involved in assessment through their participation in departmental faculty meetings and the AIAS. Graduates and local professionals are involved through an Architecture Advocacy and Advisory Council, and through alumni and employer surveys. The department's Strategic Planning Committee will investigate measures taken by peer departments at other institutions that can be used to evaluate faculty-generated desired outcomes. Assessments based on these measures will focus on teaching, research, and design and service.

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.

2016 Analysis/Review: Curriculum assessment is carried out by a variety of committees, including Curriculum Sub-Committees, the Executive Curriculum Committee, and the Graduate Program Committee. Departmental Curriculum Sub-Committees review and assess specific curriculum domains. These sub-committees include First-Year, Second-Year, Third-Year, and Fourth-Year Studios; Technology; History; Theory; Interior Design; M.S. Program; M. Arch; Historic Preservation; Sustainable Design; and Study Abroad. The membership of each departmental curriculum sub-committee consists of appointed members, any faculty member who teaches within a sub-committee domain, and any faculty who requests membership. The departmental Architecture Executive Curriculum Committee (DAECC) provides global and primary oversight of the review and coordination of catalog revisions, faculty appointments, faculty performance reviews, and assessment of the curriculum. Graduate Program Committees—which review catalog revisions, faculty performance evaluations, and assessment of the curriculum—meet at least once per semester, but usually more frequently.

Within this overall assessment, CACP participates in a self-assessment program mandated by the university to meet its Southern Association of Colleges and Schools (SACS) accreditation obligations. The B.S. Architecture degree program is assessed by reviewing a selected studio project in ARC 4156 in the spring semester, and the M. Arch degree program is assessed by reviewing work in ARC 6146 Advanced Technical Studio in the fall semester. The department's designated assessment program coordinator conveys the results of these evaluations to the department chair, who reviews the results and then

forwards them to the associate dean for academic affairs for the college for final review and uploading to a database maintained by the Office of the Provost and Vice President for Academic Affairs.

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. This includes 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 Architect Licensing Advisor (ALA) has been appointed, is trained in the issues of IDP, 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

2016 Team Assessment: Appropriate resources are available for student learning and achievement.

The UTSA Department of Architecture M. Arch faculty statuses are:

18 (45%) - Full-time tenured/tenure-track

10 (25%) - Full-time non-tenure track (NTT)

12 (30%) - Part-time non-tenure track (NTT - pending semester-to-semester enrollment needs)

70% full-time to 30% part-time

Seventy-five percent of all faculty teach in graduate programs and support undergraduate coursework. The percentages above apply to faculty teaching in graduate programs.

Faculty are given the opportunity to develop courses specific to their areas of expertise during their tenure-track and post-tenure status. Travel funding is available on a competitive basis for all tenured and NTT faculty. Tenure-track faculty have traditionally been granted $2,500/year for travel. Research support is provided by the department and the college through the allocation of F&A funds to support research needs on a by-request basis.

Both CACP and AIA San Antonio sponsor a lecture series that brings contemporary practitioners, theorists, and others to the college. CACP invites open faculty input regarding speakers vis-à-vis research or practice interests.

A faculty development leave program enables tenured and tenure-track faculty to engage in study, research, writing, field observation, creative activity, or other similar projects.

Staff support at UTSA includes access to health benefits, the employee discount program, and child-care services. Additionally, UTSA provides free tuition to staff working toward an advanced degree and free classroom/online training modules.

Students in accredited professional graduate programs at UTSA receive primary support in the form of a graduate advisor of record (GAR), supported by a dedicated administrative staff person. The current GAR also serves as assistant department chair and graduate programs' committee chair. All graduate students must have direct interaction with the GAR to develop a degree attainment plan and to resolve any technical issues related to studies. Support is also provided by the program's professional practice instructor, who is a licensed practitioner and the program's Architect Licensing Advisor.

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, for example, if online course delivery is employed to complement or supplement onsite learning, then the program must describe the effect (if any) that online, onsite, or hybrid formats have on digital and physical resources.

[X] Described

2016 Team Assessment: The physical resources are adequate for program.

UTSA's architecture program is housed in an existing four-level building (52,500 GSF) and annex (30,400 GSF) that was previously an office building. It was purchased in 2005. The building is structurally sound, appropriately heated and cooled, and well lit. Life-safety systems are evident (automatic sprinklers and fire alarm). The building complies with the ADA. Annex spaces have been converted to instructional studios (ceilings removed to expose the structure, interior partition walls removed, and floor finishes removed). In most cases, faculty have private offices, and there is a dedicated counseling office suite.

An instructor and a shop-master are present in a fully equipped woodworking shop, which has metalworking capability. A fully operational information resource (plotting) center is operated by the university's IT department. There are two 3-D printers, a 3-D scanner, and two laser cutting machines. Several on-site computer labs with software are provided for people who do not have personal laptops. The department's library, with a dedicated librarian, is across the street from the architecture building in the Buena Vista building.

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

[X] Demonstrated

2016 Team Assessment: The financial resources are adequate for the program.

Funding for the Department of Architecture is appropriated biannually by the Texas State Legislature. This funding is partially linked to the price of oil and subject to legislative prioritization with respect to other Texas schools. Funding is also provided through student tuition. The dean establishes the academic budget for each department, and chairs implement the assigned budgets. Departments control limited line items within the assigned budgets, such as maintenance and operations, facilities and administration, and incidental funds.

Travel funding and faculty salaries are subject to regulatory rules within the college. Graduate tuition fees, endowments, scholarships, and all other funds are managed by the college. Fees support college-wide resources, such as the fabrication shop, print shop, and technology labs. Endowments and other funds are used to support scholarships that are available to students in the professional program and are provided on a competitive basis annually, through the vetting and award phases. Limited recruitment scholarships are granted upon review and recommendation by the graduate faculty.

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 the field of architecture.

Further, the program must demonstrate that all students, faculty, and staff have access to architectural 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

2016 Team Assessment: The information resources are adequate for the program.

The architecture collection is located across the street from the architecture building in the Buena Vista building. A subject specialist maintains the collection, supports student research, and works closely with the program. He regularly attends the annual conference of the Association of Architecture School Librarians.

Access is provided to databases published by major societies and organizations, such as the American Institute of Architects (AIA), Society of Architectural Historians (SAH), American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), Royal Institute of British Architects (RIBA), and American Society of Landscape Architects (ASLA).

As of August 2015, titles related to architecture, design, construction, and structural engineering numbered more than 18,500 volumes, an increase of 130% since September 2003. Materials specifically related to architecture numbered more than 13,900 volumes, an increase of 134% since September 2003.

For CACP, a breakdown follows:

- architecture – 13,901 titles (14,870 items)
- decorative arts and interior decoration – 1,709 titles (2,296 items)
- gardens, landscape architecture – 867 titles (958 items)
- building construction – 1,487 titles (1,808 items)
- communities, city and regional planning – 3,549 titles 3,997 items)

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 the 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

2016 Team Assessment: The Department of Architecture is one of two departments in CACP. The other department is the Department of Construction, Science & Management. CACP has a dean. The Department of Architecture has a chair, an assistant department chair/graduate advisor of record, and a coordinator of the interior design program. The department employs three administrative assistants.

Faculty serve on university, college, and departmental committees. Annual reviews, and evaluations for promotion, tenure, and other purposes are conducted by faculty committees, the department chair, and the dean. The department's Curriculum Committee is composed of multiple sub-committees. Sub-committee heads sit on the Executive Curriculum Committee. Other standing committees include the Graduate Programs Committee (one for each graduate program), Strategic Planning Committee, and Department Faculty Advisory Committee (DFRAC). Departmental policy decisions are described in the university Handbook of Practice and are made by consensus of the entire departmental faculty.

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 individual criteria.

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 research and analysis of multiple theoretical, social, political, economic, cultural, and environmental contexts. This includes using a diverse range of media to think about and convey architectural ideas, including writing, investigative skills, speaking, drawing, and model making.

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 appropriate representational media both with peers and with the general public.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5173 Architectural Theory & Criticism.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6931 Masters Project Preparation, ARC 5193 Principles of Global Architecture – Place, Context, & Culture, ARC 5173 Architectural Theory & Criticism, and ARC 6996 Masters Project Studio.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5173 Architectural Theory & Criticism and ARC 6931 Masters Project Preparation.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6126 Advanced Design Studio, ARC 6136 Advanced Topics Studio, and ARC 6996 Masters Project Studio.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6126 Advanced Design Studio.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6126 Advanced Design Studio, ARC 6146 Advanced Technical Studio, and ARC 6931 Masters Project Preparation.

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, and technological factors.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5193 Principles of Global Architecture – Place, Context, & Culture.

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 buildings and structures.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5193 Principles of Global Architecture – Place, Context, & Culture.

Realm A. General Team Commentary: The pedagogy for Realm A is varied and spread across educational domains of studio instruction and seminar courses, which mutually reinforce one another. Thus, the means of demonstrating these criteria are varied, while overlapping. They range from research instruction/practice, performance via research projects, and presentations, to studio practices that engage a wide spectrum of points of view in design decision-making. The student coursework presented represented a range of communication skills, including PowerPoint presentations and written essays covering a range of global topics. Student essays included analyses of Swedish churches and Japanese shrines.

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. Additionally, 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, which must include 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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6126 Advanced Design Studio, ARC 6136 Advanced Topics Studio, and ARC 6146 Advanced Technical Studio.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6126 Advanced Design Studio, ARC 6136 Advanced Topics Studio, and ARC 6146 Advanced Technical Studio.

B.3 **Codes and Regulations:** *Ability* to design sites, facilities, and systems consistent with the principles of life-safety standards, accessibility standards, and other codes and regulations.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6146 Advanced Technical Studio.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6146 Advanced Technical Studio.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6146 Advanced Technical Studio.

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

[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** as evidenced by student work prepared for ARC 5733 Advanced Building Technology & Sustainability and ARC 6146 Advanced Technical Studio.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5733 Advanced Building Technology & Sustainability and ARC 6146 Advanced Technical Studio.

B.8 **Building Materials and Assemblies:** *Understanding* of the basic principles utilized 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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5733 Advanced Building Technology & Sustainability and ARC 6146 Advanced Technical Studio.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 4183 Environmental Systems, ARC 5733 Advanced Building Technology & Sustainability, and ARC 5953 Environmental Systems.

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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 6146 Advanced Technical Studio and ARC 5133 Professional Architectural Practice.

Realm B. General Team Commentary: The team felt that student work exhibited a strong understanding of the criteria in Realm B, which was demonstrated in exams, readings, and assignments. Abilities were demonstrated through the display of student projects, coursework syllabi, readings, and student assignments. The culmination of this coursework can be found in the Advanced Technical Studio, which provides strong evidence of the students' mastery of architectural technology.

Realm C: Integrated Architectural Solutions: Graduates from NAAB-accredited programs must be able to synthesize a wide range of variables into an integrated design solution. This realm demonstrates the integrative thinking that shapes complex design and technical solutions.

Student learning aspirations in this realm include:

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

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

[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** as evidenced by student work prepared for ARC 6126 Advanced Design Studio, ARC 6136 Advanced Topics Studio, and ARC 6931 Masters Project Preparation.

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

[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** as evidenced by student work prepared for ARC 5733 Advanced Building Technology & Sustainability and ARC 6146 Advanced Technical Studio.

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

[X] Met

2016 Team Assessment: This criterion is **Met with Distinction** as evidenced by student work prepared for ARC 6146 Advanced Technical Studio.

Realm C. General Team Commentary: Teaching students to develop integrated solutions to complex problems is a strength of the program. Research is encouraged throughout the curriculum, with in-depth research projects required at two points in the program: in ARC 6136 Advanced Topics Studio and ARC 6931 Masters Project Preparation. The first studio of the Masters sequence begins with an in-depth analysis of selected building precedents. Another first semester course, ARC 5733 Advanced Building Technology & Sustainability, uses research to inform design decision-making concerning a complex set of sustainable criteria. Integrated design thinking is most fully expressed in the second-year ARC 6146 Advanced Technology Studio. In this course, students prepare a full set of drawings, which integrates their research and decision-making concerning site, program, structural, and environmental systems, and building envelope systems. This careful sequence of courses provides a strong introduction to design as it is practiced by the profession.

Realm D: Professional Practice: Graduates from NAAB-accredited programs must understand business principles for the practice of architecture, including management, advocacy, and acting 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 relationship between the client, contractor, architect, and other key stakeholders, such as user groups and the community, in the design of the built environment, and understanding the responsibilities of the architect to reconcile the needs of those stakeholders.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5133 Professional Architectural 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

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5133 Professional Architectural Practice.

D.3 **Business Practices:** *Understanding* of the basic principles of business practices within the firm, including financial management and business planning, marketing, business organization, and entrepreneurialism.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5133 Professional Architectural Practice.

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

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5133 Professional Architectural 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 AIA Code of Ethics in defining professional conduct.

[X] Met

2016 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARC 5133 Professional Architectural Practice.

Realm D. General Team Commentary: The program's professional practice instructor is a licensed practitioner and the program's Architect Licensing Advisor. All professional practice courses are taught by him and cover a complete range of practice issues. An understanding of professional practice is aided by the strong connections between the architecture department and the local professional community, and by the reality that 60% of graduate students are working in local architecture firms.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Institutional Accreditation:

In order 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); and the Western Association of Schools and Colleges (WASC).
2. Institutions located outside the U.S. and not accredited by a U.S. regional accrediting agency may request NAAB accreditation of a professional degree program in architecture only with explicit written permission from all applicable national education authorities in that program's country or region. Such agencies must have a system of institutional quality assurance and review. Any institution in this category that is interested in seeking NAAB accreditation of a professional degree program in architecture must contact the NAAB for additional information.

[X] Met

2016 Team Assessment: The University of Texas at San Antonio received its first full accreditation by SACS in December 1976. A copy of the letter confirming the current accreditation status by SACS, dated January 7, 2011, was included in the APR Amendments dated September 30, 2016. The university was formally reaccredited through action taken at the December 2010 meeting of the Board of Trustees of SACS Commissions on Colleges. The university's next reaffirmation will take place in 2020.

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.

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 *NAAB Conditions for Accreditation*. Every accredited program must conform to the minimum credit hour requirements.

[X] Met

2016 Team Assessment: The accredited programs at UTSA are the M. Arch 2 and M. Arch 3. Both programs exceed the minimum credit distribution requirements established by the NAAB. The M. Arch 2 (preprofessional plus) is 4 semesters with 52 credits, and the M. Arch 3 (non-professional) is 5 ½ semesters, with 52 credits plus up to 39 credits of leveling coursework in architecture. It is clear on the program's website that the undergraduate B.S. Architecture degree program provides students with the opportunity to prepare for the continuation of studies in a professional graduate program to earn an M. Arch degree. The website notes that completion of the B.S. Architecture degree allows the graduate to pursue limited architectural practice, but does not, in itself, fully prepare the graduate for architectural licensure. Students in the B.S. Architecture program are advised that the certification for architectural registration and professional practice by the National Council of Architectural Registration Boards (NCARB) requires, in virtually all cases, an accredited professional degree and broad architectural education such as that provided by the M. Arch program at UTSA.

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

The program must demonstrate that it has a thorough and equitable process to evaluate 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 coursework related to satisfying NAAB Student Performance Criteria when a student is admitted to the professional degree program.
- In the event that a program relies on the preparatory educational experience to ensure that admitted students have met certain SPC, the program must demonstrate that 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 prior to accepting the offer of admission. See also, Condition II.4.6.

[X] Met

2016 Team Assessment: Evidence of an evaluation process, including an SPC compliance evaluation, was found in the Preparatory Coursework Review binder and in the UTSA Department of Architecture's NAAB Required Undergraduate Courses for M. Arch 2 Admission template. The template clearly articulates the following categories: the relevant NAAB criteria, the UTSA B.S. Architecture program's coursework, and the transfer/equivalent credit from the applicant's undergraduate degree. Syllabi for transferred courses are included in the transfer file. The chair has proposed a small revision of the requirements for the entering M. Arch 3 students to ensure that they receive a full introduction to construction materials and assemblies. Implementation of this revision is consistent with the requirements of SPC B.8.

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 general 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

2016 Team Assessment: The exact language regarding NAAB-accredited degrees in the *2014 NAAB Conditions for Accreditation* is found on the CACP website:

http://cacp.utsa.edu/academic-programs/department-of-architecture/accreditation/

II.4.2 Access to NAAB Conditions and Procedures:

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

The 2014 NAAB Conditions for Accreditation

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

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2016 Team Assessment: Access to the *2015 NAAB Procedures for Accreditation*, the *2014 NAAB*

Conditions for Accreditation, and the *2009 NAAB Conditions for Accreditation,* which were in effect at the time of the last visit, are available to the students, the faculty, and the public on the CACP website:

http://cacp.utsa.edu/academic-programs/department-of-architecture/accreditation/

II.4.3 Access to Career Development Information:

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

[X] Met

2016 Team Assessment: The CACP Career Resources website (http://cacp.utsa.edu/academic-programs/department-of-architecture/career-resources/) and the links below provide students and graduates with career development and placement services to help them develop, evaluate, and implement career, education, and employment objectives. The Department of Architecture's liaison to the professional community is identified. He connects students and graduates to current job postings and internship opportunities.

Local job postings can be found at:

AIA San Antonio: https://aiasa.org/prosper/jobs-board/

Other job postings include:

Architect (National/International): http://archinect.com/jobs/

AIA National: http://careercenter.aia.org/jobs

AIA Houston: https://aiahouston.org/v/job-board/

AIA Dallas: https://www.aiadallas.org/v/job-board/

AIA Austin: https://aiaaustin.org/jobs

Information on licensing is provided via links to:
Licensure in Texas
Architectural Experience Program (AXP) (formerly the IDP)
NCARB
Architecture Registration Exam (ARE)
The NCARB Handbook
Emerging Professional's Companion

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

2016 Team Assessment: The following documents are made available to the public on the website below: all Interim Progress Reports, including Annual Report narratives; the 2013 Focused Evaluation; NAAB Responses to the Annual Reports and the Focused Evaluation; the most recent decision letter from the NAAB; the Architecture Program Report (2010); and the UTSA Visiting Team Report (2011), including attachments and addenda.

http://cacp.utsa.edu/academic-programs/department-of-architecture/accreditation/

II.4.5 ARE Pass Rates:

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

[X] Met

2016 Team Assessment: UTSA's Architect Registration Exam (ARE) pass rates are made available to current and prospective students and the public at:

http://cacp.utsa.edu/academic-programs/department-of-architecture/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 preprofessional degree content.
- Requirements and forms for applying for financial aid and scholarships.
- Student diversity initiatives.

[X] Met

2016 Team Assessment: The following documentation can be found on the UTSA or CACP websites below: all application forms; admissions requirements; procedures and policies, including the procedures for the evaluation of transcripts, decisions regarding remediation and advanced standing, and the evaluation of preprofessional degree content; financial aid and scholarship processes and opportunities; and student diversity initiatives.

Financial link:

http://www.utsa.edu/financialaid/about/contactus.html

Admissions link:

http://www.utsa.edu/admissions

Architecture Program Admissions link:

http://cacp.utsa.edu/academic-programs/department-of-architecture/admissions/

[1] This is understood to be the APR from the previous visit, not the APR for the visit currently in process.

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

2016 Team Assessment: Current students, prospective students, and the public have access to information and advice regarding financial aid opportunities. In addition, access is provided for initial estimates for tuition, fees, books, and the general supplies and specialized materials required during the course of completing the UTSA M. Arch degree program. All of this information can be found on the following UTSA or CACP websites:

Student Financial Aid link:

http://www.utsa.edu/financialaid/about/contactus.html

Program Cost of Attendance Information link:

http://cacp.utsa.edu/academic-programs/department-of-architecture/cost-of-attendance/

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

2016 Team Assessment: The UTSA College of Architecture, Construction and Planning website contains the Annual Statistical Reports in the format required:

http://cacp.utsa.edu/academic-programs/department-of-architecture/accreditation/

III.2 Interim Progress Reports: The program must submit Interim Progress Reports to the NAAB (see Section 11, *NAAB Procedures for Accreditation,* 2012 Edition, Amended).
[X] Met

2016 Team Assessment: The UTSA College of Architecture, Construction and Planning website contains the Interim Reports that were submitted to the NAAB:

http://cacp.utsa.edu/academic-programs/department-of-architecture/accreditation/

IV. Appendices:

Appendix 1. Conditions Met with Distinction

B.6 Environmental Systems

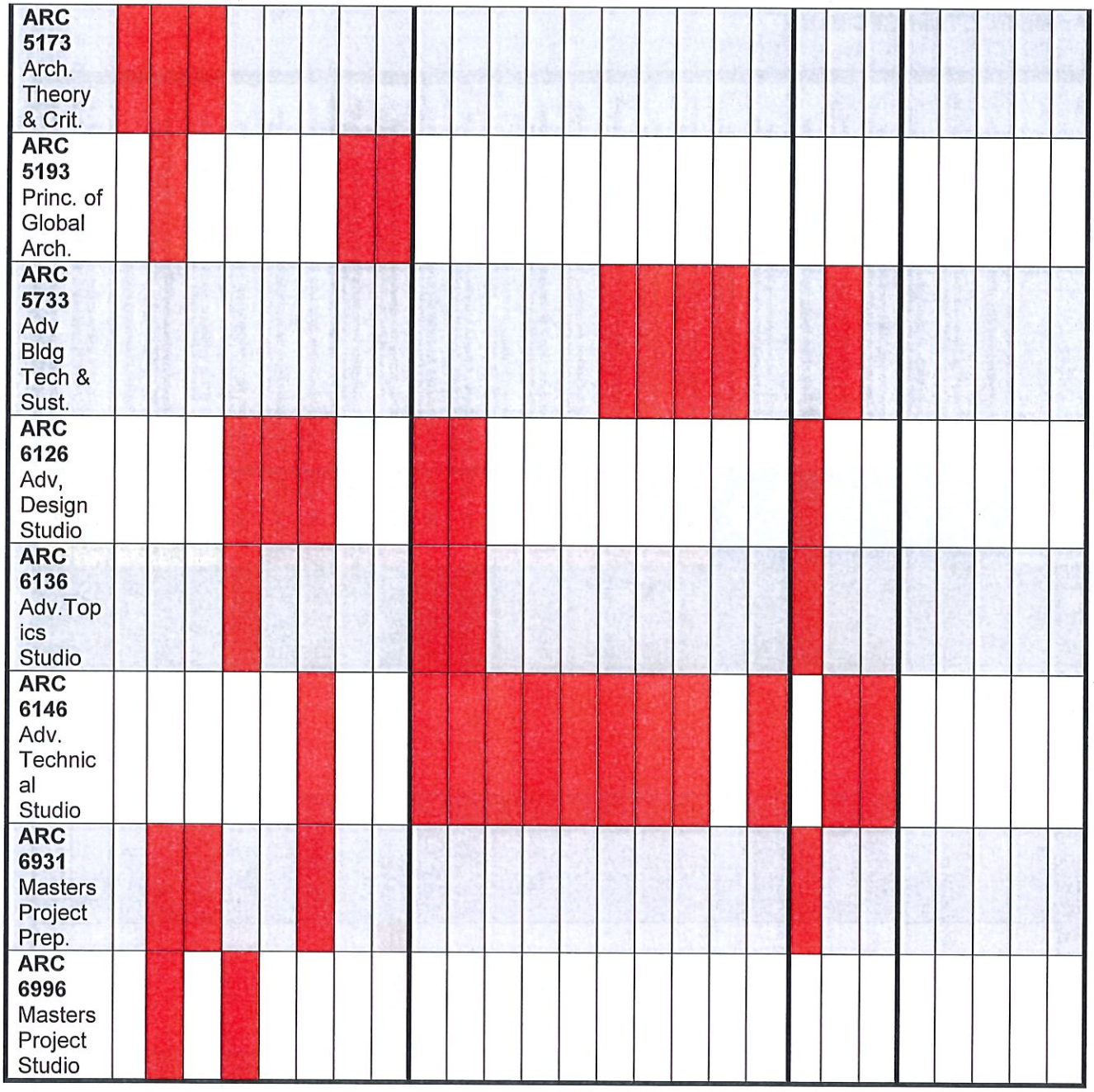
Instructors in environmental systems, with encouragement and support from program leadership, have developed state-of-the-art courses in environmental systems and sustainability. This instruction prepares UTSA students for leadership in dealing with critical contemporary problems of environmental degradation, climate warming, and sustainable growth.

C.1 Research
C.2 Evaluation and Decision Making
C.3 Integrative Design

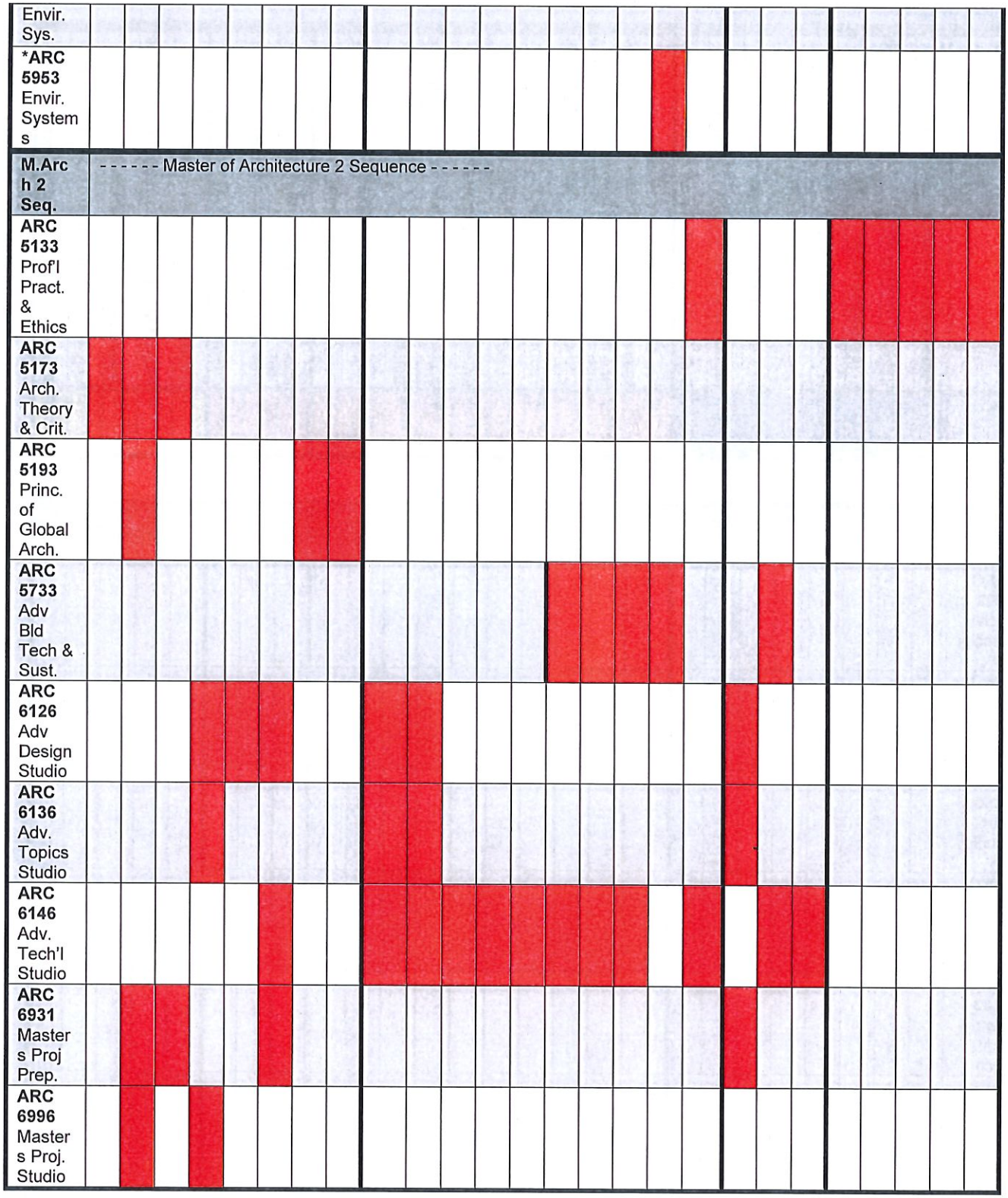
Teaching students to develop integrated solutions to complex problems is a strength of the program. Research is encouraged throughout the curriculum, with in-depth research projects required at two points in the program: in ARC 6136 Advanced Topics Studio and ARC 6931 Masters Project Preparation. The first studio of the Masters sequence begins with an in-depth analysis of selected building precedents. Another first semester course, ARC 5733 Advanced Building Technology & Sustainability, uses research to inform design decision-making concerning a complex set of sustainable criteria. Integrated design thinking is most fully expressed in the second-year ARC 6146 Advanced Technology Studio. In this course, students prepare a full set of drawings, which integrates their research and decision-making concerning site, program, structural, and environmental systems, and building envelope systems. This careful sequence of courses provides a strong introduction to design as it is practiced by the profession.

Appendix 2. Team SPC Matrix

SPC	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
	Professional Communication Skills: *Ability* to write and speak effectively and use representational media appropriate for both within the profession and with a	**Design Thinking Skills:** Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned	**Investigative Skills:** Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to	**Architectural Design Skills:** *Ability* to effectively use basic formal, organizational and environmental principles and the capacity of each to	**Ordering Systems:** *Ability* to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and	**Use of Precedents:** *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of	**History & Global Culture:** *Understanding* of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and	**Cultural Diversity & Social Equity:** *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize	**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	**Site Design:** *Ability* to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and	**Codes & Regulations:** *Ability* to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and	**Technical Documentation:** *Ability* to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials,	**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	**Environmental Systems:** *Ability* to demonstrate the principles of environmental systems' design, how design criteria can vary by	**Building Envelope Systems & Assemblies:** *Understanding* of the basic principles involved in the appropriate selection and application of building envelope systems	**Building Materials & Assemblies:** *Understanding* of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products,	**Building Service Systems:** *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical,	**Financial Considerations:** *Understanding* of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating,	**Research:** *Understanding* of the theoretical and applied research methodologies and	**Integrated Evaluations & Decision-Making Design Process:** *Ability* to demonstrate the skills associated with making integrated decisions across multiple systems and	**Integrative Design:** *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental	**Stakeholder Roles in Architecture:** *Understanding* of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local	**Project Management:** *Understanding* of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and	**Business Practices:** *Understanding* of the basic principles of a firm's business practices, including financial management and business planning, marketing,	**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	**Professional Conduct:** *Understanding* of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of
Preprofessional																										
ARC 2133 Princ Structures																										
ARC 2233 Princ Envir Sys																										
ARC 4183 Envir Systems																										
ARC 4283 Arch'l Structures																										
M.Arch 2 Seq.																										
ARC 5133 Prof'l Arch. Practice																										


ARC 5173 Arch. Theory & Crit.
ARC 5193 Princ. of Global Arch.
ARC 5733 Adv Bldg Tech & Sust.
ARC 6126 Adv, Design Studio
ARC 6136 Adv.Topics Studio
ARC 6146 Adv. Technical Studio
ARC 6931 Masters Project Prep.
ARC 6996 Masters Project Studio

	Professional Communication Skills:	Design Thinking Skills: Ability to raise clear	Investigative Skills: Ability to gather,	Architectural Design Skills: *Ability* to	Ordering Systems: *Ability* to apply the	Use of Precedents: *Ability* to examine and	History & Global Culture: *Understanding*	Cultural Diversity & Social Equity:	Pre-Design: *Ability* to prepare a comprehensive program for an architectural	Site Design: *Ability* to respond to site	Codes & Regulations: *Ability* to design sites,	Technical Documentation: *Ability* to make	Structural Systems: *Ability* to demonstrate	Environmental Systems: *Ability* to	Building Envelope Systems & Assemblies:	Building Materials & Assemblies:	Building Service Systems: *Understanding*	Financial Considerations: *Understanding*	Research: *Understanding* of the theoretical	Integrated Evaluations & Decision-Making	Integrative Design: *Ability* to make design	Stakeholder Roles in Architecture:	Project Management: *Understanding* of the	Business Practices: *Understanding* of the	Legal Responsibilities: *Understanding* of	Professional Conduct: *Understanding* of
SPC	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B1	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
Prerequisite	------- Non-Architecture Undergraduate Degree -------																									
M.Arch 3 Seq.	- - - - - - Master of Architecture 3 Preparatory Coursework - - - - - -																									
***ARC 5003** Arch'l Principles																										
***ARC 5156** Intro. Studio 1																										
***ARC 5166** Intro. Studio 2																										
***ARC 5176** Intro. Studio 3																										
***ARC 5623** History Mod. Arch																										
***ARC 5923** Princip of Structure																										
***ARC 5933** Structures																										
***ARC 5943** Princip.																										


Envir. Sys.
*ARC 5953 Envir. Systems
M.Arch 2 Seq.
------ Master of Architecture 2 Sequence ------
ARC 5133 Prof'l Pract. & Ethics
ARC 5173 Arch. Theory & Crit.
ARC 5193 Princ. of Global Arch.
ARC 5733 Adv Bld Tech & Sust.
ARC 6126 Adv Design Studio
ARC 6136 Adv. Topics Studio
ARC 6146 Adv. Tech'l Studio
ARC 6931 Masters Proj Prep.
ARC 6996 Masters Proj. Studio

Appendix 3. The Visiting Team

Team Chair:
Representing the AIA
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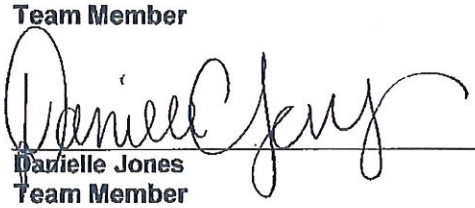
V. Report Signatures

Respectfully Submitted,

Ronald J. Battaglia, FAIA
Team Chair
Representing the AIA

Curt Lamb
Team Member
Representing the ACSA



Danielle Jones
Team Member
Representing the AIAS

Marzette Fisher
Team Member
Representing the NCARB