



**Northeastern University
School of Architecture**

2018 Visiting Team Report

M. Arch. I [Northeastern University B.S. Arch. or accredited B. Arch. + 32 credits]

M. Arch. II [Pre-Professional Degree + 60 credits]

M. Arch. III [Non Pre-Professional Degree + 96 credits]

The National Architectural Accrediting Board
February 24-28, 2018

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

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

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I. Summary of Visit

a. Acknowledgments and Observations

The NAAB review team to Northeastern University (NU) would like to acknowledge Dan Adams, director of the School of Architecture (SoC), and Elizabeth Hudson, dean of the College of Arts, Media and Design (CAMD), for the enthusiastic and gracious welcome and support given the team. Creating a NAAB team room is an all-consuming task, involving dedicated cooperative efforts by faculty, staff, administration, and students. We extend special recognition of the extraordinary effort, enthusiastic support and marshalling of resources, orchestrated by Michael Smith, coordinator of the NAAB visit. Many people, including students, faculty, staff, administration, and local practices, deserve acknowledgment, particularly Mary Hughes and Kate Zephir, who behind the scenes made our visit smooth. Please know that we greatly appreciate each one of you for your efforts to make this a productive and enjoyable team experience.

The team observed significant positive aspects of the program.

- The SoA is acknowledged by the college and administration as a major contributor to the success of the CAMD financially and programmatically.
- SoA faculty has enriched the entire university through several joint appointments strengthening the advancement of a campus-wide interdisciplinary initiative.
- Professionals in the Boston area recognize the benefits of an ever-more responsive and successful co-op program with the school and increasingly invest, as a shared responsibility, in making the program a strong contributor to student growth and future success.
- A very collegial, egalitarian faculty and director support each other and share a broad vision of advancing global resiliency advocated by the university.
- Faculty and students actually like and care for each other, displaying mutual respect and support.
- The SoA has embraced change by modifying its organizational structure, finding its enrollment sweet spot, and positioning itself to successfully address the burgeoning student applications.
- The CAMD has successfully influenced tenure procedures bringing the value of creative and practice pursuits to the tenure evaluation process.
- The SoA has, within its profession-based program, a robust and distinguished history faculty and curriculum, recognized and used across the university.

The team found areas that would benefit from ongoing attention and focused efforts.

- The university faces significant upward enrollment pressure, and it has evolved to embrace GPA and SAT scores for application acceptance. Studio space thrives in its location within the city's intermodal center but is challenged by acoustic and perception issues.

- The M. Arch. II and M. Arch. III are new tracks, still being honed. The M. Arch. II in particular struggles to meet NAAB student performance criteria.
- The platform of the NU SoA program is based upon “Boston as a laboratory” and is evidenced in large-scale urban projects specifically located in Boston. Studio projects could benefit from exploring a more varied geography, context, climate, and topography.

b. Conditions Not Achieved (list number and title)

I.1.5 Long-Range Planning

B.4 Technical Documentation (Outline Specifications)

D.5 Professional Ethics

II. Progress Since the Previous Site Visit

2009 Criterion B. 2. Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.*

Previous Team Report (2012): The team did not find sufficient evidence that this criterion has been met. Based on the documents and exhibit presented, the team observed inconsistency throughout all of the projects presented, relative to students’ ability to resolve accessibility challenges in their design solutions. Inconsistency and problems were found in restroom design, exiting routes, location of ramps, and elevators, among others.

2018 Visiting Team Assessment: This criterion is now **Met**.

2009 Criterion B. 5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.*

Previous Team Report (2012): The team did not find sufficient evidence that this criterion has been met. Based on the documents and exhibit presented, the team observed inconsistency throughout all of the projects presented, relative to students’ ability to resolve life safety challenges in their solutions. During the review of the exhibits in the team room as well as the projects on display in the studio, inconsistencies and deficiencies were identified, including sufficient exits, in number and separation, exit routes, fire protection systems, and site fire protection needs.

2018 Visiting Team Assessment: This criterion is now **Met**.

Criterion B. 6. Comprehensive Design: *Ability to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:*

A.2. Design Thinking Skills

B.2. Accessibility

<i>A.4. Technical Documentation</i>	<i>B.3. Sustainability</i>
<i>A.5. Investigative Skills</i>	<i>B.4. Site Design</i>
<i>A.8. Ordering Systems</i>	<i>B.7. Environmental Systems</i>
<i>A.9. Historical Traditions and Global Culture</i>	<i>B.9. Structural Systems</i>
<i>B.5. Life Safety</i>	

Previous Team Report (2012): The team did not find sufficient evidence that this criterion has been met. Based on the documents and exhibit presented, the team observed inconsistency and deficiencies throughout the projects presented, relative to students' ability to resolve both the accessibility B.2 and life safety B.5 components of this criterion. Refer to B2 and B.5 comments for additional information.

2018 Visiting Team Assessment: This criterion is now **Met**.

Condition II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Previous Team Report (2012): The team did not find sufficient evidence that this criterion has been met. While the curriculum includes 45 credit hours of combined university core and electives, students can only meet the NAAB criteria if ALL electives are taken outside of architecture. This scenario is not required per the published curriculum.

2018 Visiting Team Assessment: The program grants an M. Arch. degree consistent with NAAB requirements. That degree can be accomplished by following one of three tracks. This criterion has now been **Met**.

Previous Team Report (2012): Causes of Concern

A. Crowded studio space: this is already a problem (see 1.2.3, below), but will increasingly challenge the program/school with the growth projected in the very near term. While not explicitly required by NAAB, there is some concern about the lack of reliable equipment and limited shop and printing facilities. The university and college administration seems committed to resolving/addressing these needs--with budget, human resources, space--but a clear plan was yet to be developed.

2018 Visiting Team Assessment: NAAB no longer reports "Causes of Concern"; the status of this issue is described in physical resources, which is now met. The issues that triggered the 2012 cause of concern were the combination of physical space constraints and a student population of nearly double the program's earlier and now current size. The physical space, with some enhancements, remains as it was in the 2012 visit. The student population has however been reduced to nearly half the size of what it was in 2011, just before the last visit. The SoA seems to have found its enrollment sweet spot, and the program's student population has now been normalized. This team sees the studios located under the internodal transportation center as a unique and creative environmental experience despite some challenges, particularly noise.

B. A dynamic of change: The school is in the early stage of substantial change, and there are many factors at play, at many levels. This change poses both opportunity and threat for the accredited program and requires diligence and monitoring to manage the dynamics.

2018 Visiting Team Assessment: NAAB no longer reports "Causes of Concern"; however, the transitions in progress since the last visit are in part completed with three separate M. Arch. degree tracks now in place. The program went through a period of dramatic growth, effectively doubling the student population in a short period, taxing physical, human, and organizational resources in particular. The program has dropped back to its optimum size of 40 to 50 new admissions per year. Significant change is still anticipated, building on the core foundations of the curriculum and adding diversity of architectural exploration typical of a maturing architectural program. Expanded administrative structure and financial resources address this goal of diversification of the architectural experience, particularly as related to urban engagement and complex urban issue for which the Boston environment provides an exceptional urban laboratory. The 2012 cause of concern is no longer a concern.

C. Studio Culture: We found a systemic lack of awareness of this requirement and the school's published policy, which was not drafted with faculty and students.

2018 Visiting Team Assessment: This issue is now addressed in I.1.2 Learning Culture. This 2012 cause of concern is no longer an issue.

D. Diversity: Lack of measurable outcomes/improvement among faculty and students; no change on the horizon.

2018 Visiting Team Assessment: This issue is now addressed in I.1.3 Social Equity. This 2012 cause of concern is no longer an issue.

E. Governance/leadership: The rudder of the school is tightly held by Director George Thrush--new structure and substantial growth demand a different model.

2018 Visiting Team Assessment: This issue is addressed in I.2.5 Administrative Structure and Governance. The most recent of three Interim directors, Dan Adams, was recently made director of the program. In 2017, a new and more robust organizational structure was implemented. This 2012 cause of concern has been successfully addressed.

F. Communication re: accreditation: The team was disappointed by the level of participation in the accreditation visit and process, as indicated by low turnout at the all-student meeting and the reception (which was supposed to emphasize alumni and local practitioners, and the school's Advisory Committee). Perhaps the word just did not get out, in a very serious way? Similar communication issues may account for limited faculty and student involvement in governance, and misunderstanding of policy and resource availability.

2018 Visiting Team Assessment: Participation at all levels and events scheduled for the visiting team were well attended and engaging. The team found that student participation in the all-student meeting was robust, with a cross-section of undergraduate, M. Arch. I, M. Arch. II, and M. Arch. III students. Students were responsive to the team's questions and offered thoughtful feedback to the team. Similar responsiveness occurred in meetings with administration, faculty, staff, advisory board and program leadership. This 2012 cause of concern is no longer an issue.

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.

[X] Described

2018 Analysis/Review: Founded in 1898, Northeastern is a global, experiential research university built on a tradition of engagement with the world, creating a distinctive approach to education and research. The university offers a comprehensive range of undergraduate and graduate programs, leading to degrees through the doctorate, in nine colleges and schools. Across all dimensions of its mission, Northeastern embraces environmental sustainability as a core value, in tune with its mission to address the world's greatest global challenges. Northeastern University has evolved from a parochial university to now enroll more than 18,000 undergraduates and over 7,000 graduate students. In 2017, the university achieved an R1- highest research activity rating under the Carnegie Research Classification System.

Northeastern's architecture program began in 1990. In the fall of 1999, the College of Arts and Sciences recognized the architecture program as an official major in the college. A NAAB candidacy visit occurred in fall 2000. The NAAB granted the program candidacy status in December 2000. Following NAAB's 2002 visit, the Department of Architecture received initial accreditation for a six-year M. Arch. degree in January 2003. Following the 2003 accreditation the Department of Architecture became a School of Architecture (SoA). In 2012, the SoA initiated new programs for both undergraduate (urban landscape) and graduate (sustainable urban environments) students focused on landscape architecture. The M. Arch. II and M. Arch. III tracks were launched after the 2012 NAAB visit.

SoA's mission is to prepare students to contribute responsibly to the complex needs of the built environment and its inhabitants. A two-part goal for students—to comprehend complex global systems while having specific knowledge and skills to effectively act in this context—guides the curricular-content, teaching methods, and organizational framework of the SoA's program. The co-op program interweaves study and practice of architecture based on the SoA's belief that if the goal is to innovate the built world, then we, as a society, need to innovate the way we build. Located in the heart of Boston, the SoA takes advantage of its location as a learning laboratory to introduce and engage students in the study of complex urban environments at the local level. Focused research at the local level is developed within a globally minded pedagogy that students are able to translate into diverse contexts throughout the city and beyond. These include soft infrastructure systems, climate resilience, and environmental and spatial justice, all of which benefit architecture studies. Together, the SoA's urban focus, interdisciplinary collaborations, professional dimension, and local and global engagement provide an

environment conducive to experiential learning and the continued development of professional expertise.

This mission is designed to align with the larger university-wide plan, Northeastern 2025. Focusing on a core mission organized around health, security, and resilience, Northeastern 2025 is the “blueprint for a networked university that empowers humans to be agile learners, thinkers, and creators, beyond the capacity of any machine. Put simply, not an Age of Robotics, an Age of Humanics. An age that integrates and elevates our human and technological capacities to meet the global challenge of our time: building sustainable human communities. By marshaling our strengths in globally networked learning and experiences, we will create innovations that only human minds are capable of, lighting the way for others to follow.”

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.

[X] Demonstrated

2018 Analysis/Review: The learning culture at Northeastern University is strongly demonstrated through their co-op program. The co-op program allows students to explore and engage with architecture firms in the Greater Boston area. Students also have the opportunity to work internationally with the Global Facilities program. The mutual respect between the students and faculty was evident in both the faculty meeting and the student meetings. Their mutual respect, caring and accessibility create a healthy studio culture for creative learning. The provost’s office provides scholarship support including the Research Innovation and Scholarship Expo (R.I.S.E) that allows students to do research outside of the studio. The AIAS initiated a successful mentorship program which pairs younger students with seniors to help them progress through their architectural education more confidently. The AIAS chapter at the university is active and collaborates with other chapters in the area. They host events promoting diversity, education and studio culture. The student advisory group has a monthly meeting with SoA directors that creates an open dialogue between the administration and the student body.

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.

[X] Demonstrated

2018 Analysis/Review: NU celebrates diversity and inclusion among faculty, staff, and students. The Office of Institutional Diversity and Inclusion enhances diversity at all levels throughout the university. This group also helps with financial aid. There have been significant increases in international students from many parts of the globe. The SoA diversity of the student body was evident at our all-student meeting. The SoA has a relatively diverse group of part-time and full-time faculty. The SoA continues to make the program more diverse by through the addition of qualified faculty who meet specific diversity objectives and also provide expertise sought by the program. During the visit two highly qualified female assistant professors for the School of Architecture were added, both of whom will be joining the faculty in the fall of 2018. The students' groups are also advocating for diversity as demonstrated by the AIAS's recent planning for a panel discussion on the topic of women in architecture.

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.
- 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.
- 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.
- 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.
- 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

[X] Described

2018 Analysis/Review: The program was responsive to all five defining perspectives.

Collaboration and Leadership - While on co-op, students experience the logistics and dynamics of working as a team in the setting of a professional office. Having to interact with complex levels of authority in an office setting provides students with important practice-based skills. These experiences enhance student professionalism and introduce students to the complexities of office environments.

Class-wide team research projects, resulting in a book at the end of the semester, also foster collaboration among the students.

Design - Growth in the number of full-time design faculty and a rise in the caliber and academic expectations of students have led to an evolution expansion of the earlier foundation for the program's educational design philosophy, which was primarily practice-oriented. While retaining its focus on professional preparation, the school has sought to increase student exposure to design experimentation, material investigation, cross-disciplinary exploration, and larger global issues such as sustainability, resiliency, security and socioeconomic equity.

Professional Opportunity - One of the most distinctive aspects of the SoA is its co-op program. This program provides students with the opportunity to explore connections between on-campus learning and the professional world. All SoA students, through the university-wide co-op program, participate in one to two full-time, six-month co-ops where the firms as well as the program share responsibility for student success in a very structured and monitored experience. Further integration of the profession into the academy involves calling upon established professionals, both locally and globally, to share their experience and expertise. The resources of the Boston area make this connection a particularly robust contribution.

Stewardship of the Environment - The team found environmental stewardship deeply integrated in all aspects of the SoA curriculum. Student work demonstrated the integration of sustainability across scales from site issues to the detailing of building envelopes. The addition of a landscape architecture track in recent years has allowed students to take a wider range of classes that deal with sustainability, coastal resilience, stormwater management, and other pressing environmental issues. In addition, faculty and the director frequently referenced how integral environmental and social awareness is to the curriculum.

Community and Social Responsibility - Studio courses often investigate sites in and around Boston and approach them as laboratories for exploration. Assignments are structured so that students become familiar not only with the physical attributes of the site but also with the larger social, economic, and political context within which their project is situated. To this end, studios regularly engage with neighborhood groups, government officials, business owners, and other agents engaged in conversations about the built environment with an effort to understand how these diverse forces are negotiated. Faculty noted an increased level of social awareness in the student body in recent years, which marries well with the program's continued efforts to bring these issues into the classroom.

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.

[X] Not Demonstrated

2018 Analysis/Review: In 2015, the university initiated its Northeastern 2025 academic plan that outlined goals to better network humans, resources, and technology to create more resilient environments and build sustainable human communities. The director of the program provided a document in the team room, labeled "NU SoA Future Goals," which states its program goals and objectives. The document outlines a set of future goals and objectives for the NU SoA that is built upon its urban location, well-established co-op program, and its continued cross-disciplinary collaborations with local and global communities. These goals align with the overall Northeastern 2025 academic plan. Through discussions with administration and faculty, the goals and objectives stated in the "NU SoA Future Goals" are mutually accepted as the direction for the program. Due to the program not having a permanent director until recently, a fully ratified planning document has not been developed at this point that indicates a

timetable or demonstrates how the goals will be assessed to inform future planning and strategic decision-making.

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.

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

[X] Demonstrated

2018 Analysis/Review: The program uses university, college, and SoA level evaluations, open discourse, and surveys undertaken of incoming students, current students, recent graduates, faculty and employers to gather data and feedback from various users. This data was used in 2015 at the university level to review and create the NUPath core curriculum. The program uses both monthly and faculty immersion meetings at the beginning of the semester for dialogs about program objectives, assessments, and deficiencies. In addition, faculty committees meet monthly to focus on specific aspects and concerns.

Although the program has the structure in place for self-assessment and meets NAAB requirements, the program currently does not have a timeline for long-range multiyear objectives. It will be difficult in the future to assess the program data without a defined set of multiyear objectives to define the strengths, challenges, and opportunities with which to compare.

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

[X] Demonstrated

2018 Team Assessment: The team found evidence in the APR and exhibits that demonstrates the program has the appropriate human resources to support student learning and achievement. This was confirmed through meetings with administration, faculty, staff, and students.

The university has been proactive in support of hiring new full-time faculty. Since the last visit, the SoA has expanded its full-time faculty from 14 to 23 with 12 tenure and 4 tenure-track faculty supporting a student/full-time faculty ratio of 13.5. An extensive pool of adjunct faculty supplements the program (average of 20 part-time faculty per semester). The current teaching loads for full-time faculty are to teach two courses per semester as confirmed in meetings with administration and faculty.

The team met with Lynn Burke, who is the Architectural Licensing Advisor for the SoA. She attends the annual Licensing Advisors Summit (LAS) and recently returned from the LAS in Chicago. In addition to summits and conference, she participates in LAS webinars throughout the year. A majority of the career guidance and placement for co-op comes from Lynn. Students are required to enroll in a one-credit co-op prep course in their freshman year, and Lynn is the dedicated instructor.

As stated in the APR, full-time faculty are provided with up to \$2k worth of development funds from the college each year along with \$500 allocated to part-time faculty. The college provides a number of other research and dissemination grants that full-time faculty can apply for annually. These include a \$3K CAMD Research Development Grant and a CAMD Research Dissemination Grant that provides support for expenses related to the dissemination of research, scholarship, and creative activities.

The university also provides numerous programs to support faculty in pursuit of academic scholarship. Examples mentioned in the APR include the CATLR Faculty Fellowship, which is a 12-18 month program focused on research and implementation of evidence-based teaching practices, and the Office of Institutional Diversity and Inclusion (OIDI). Faculty Innovations in Diversity and Academic Excellence Grants provide up to \$12K in financial support for new, innovative projects, workshops, symposia and activities to strengthen institutional capacity building related to diversity and inclusion. In addition to the university-level funding and fellowship opportunities outlined above, a range of on-campus research centers, institutes and collaboratives offer small levels of summer funding to Northeastern faculty, typically \$5K or less.

The program states in the APR that students from the SoA (including B.S. Arch., B.S. Arch. Studies, and B.L.A. in Urban Landscape) are split among three advisors, each whom has a caseload of approximately 350 students across their assigned majors (including other majors in CAMD). The office also has a Student Persistence Specialist to offer additional support to students who may be struggling academically or otherwise. Advisors support students to identify and enroll in courses to fulfill their degree track including fulfilling NUPath content distributions as outlined by the university. Students are required to enroll in a one-credit co-op prep course in their freshman year. This 15-week course focuses on the preparation for co-op and it is architecture specific. Michael Smith is the dedicated faculty advisor for undergraduate SoA students in the B.S. Arch. and B.S. Arch. Studies degree tracks. Mary Hughes is the advisor of M. Arch. I, II & III degree tracks.

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

2018 Team Assessment: Beyond the evidence provided in the APR and discussions with faculty and students, the team toured all of the SoA and many university facilities available to and used by the program.

The SoA has a one large dedicated studio space located in the lower level of a multimodal transit station. All levels and years are located in the space arranged to promote cross-pollination between beginning and upper level students. While the space is adequate, noise distraction is at times overwhelming from HVAC equipment and, intermittently, by the trains and other vehicular traffic above the studios. Some faculty indicated concern regarding the image the facilities make on potential incoming students and noted that the program's facilities do not reflect the quality of excellence pursued inside.

The team observed that the studio has dedicated spaces for laser cutters, 3D printers, and foam cutting tools. Printing and plotting are also provided in the university library (Snell), which has additional 3D printers. Students are required by the program to provide their own computers/laptops. There are aspirations to add a wood shop to the studio in the future. Students noted that further resources are available to other majors in CAMD that they do not currently have access to, but would like to such as CNC and shop resources.

The full-time faculty have offices located in the same building as the SoA main office, which is adjacent to the studio building. Students noted that they had good access to and relationships with the faculty, and spoke positively of the faculty's commitment to the students and involvement in the program. Faculty relayed that they feel well supported both in resources and during pursuit of tenure.

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

[X] Demonstrated

2018 Team Assessment: Discussions with the program director, college dean, and university vice provost consistently describe adequate financial resources to meet program operational needs, faculty expansion, and program growth.

As described by both the vice provost and the college dean, the university uses an RCM hybrid budgeting methodology, which delegates significant financial decision-making down to the college level, allowing flexibility in addressing unanticipated financial priorities at the school level. Yet the administrative support and typical financial management functions are provided at levels above avoiding those support costs and duplication at the school level.

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

2018 Team Assessment: Northeastern University is growing into a nationally recognized research university, and information technology is catching up to the required demands of that goal primarily through digital acquisitions. The central library has an architecture collection. It also has a robust Digital Media Center with audio and video recording studios used by architecture students to practice presentation, CAD and rendering stations, 3D printers, and large-format plotters and printers, all of which supplement technology resources found in the architecture studios. These systems are maintained centrally reducing burden on the SoA. The library is part of the Boston Library Consortium that offers unparalleled access to information from partner institutions.

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

2018 Team Assessment: The SoA director, faculty, and CAMD dean all described reorganization efforts in the administrative structure for the school in 2017, expanding and articulating lines of communication and control. The director provided a very detailed outline of responsibilities for each person in the structure.

CONDITIONS FOR ACCREDITATION

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

This part has four sections that address the following:

- **STUDENT PERFORMANCE.** This section includes the Student Performance Criteria (SPC). Programs must demonstrate that graduates are learning at the level of achievement defined for each of the SPC listed in this section. Compliance will be evaluated through the review of student work.
- **CURRICULAR FRAMEWORK.** This section addresses the program and institution relative to regional accreditation, degree nomenclature, credit hour requirements, general education, and access to optional studies.
- **EVALUATION OF PREPARATORY EDUCATION.** The NAAB recognizes that students entering an accredited program from a preprofessional program and those entering an accredited program from a non-preprofessional degree program have different needs, aptitudes, and knowledge bases. In this section, programs will be required to demonstrate the process by which incoming students are evaluated and to document that the SPC expected to have been met in educational experiences in non-accredited programs have indeed been met.
- **PUBLIC INFORMATION.** The NAAB expects accredited degree programs to provide information to the public regarding accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information concerning the accredited and non-accredited architecture programs.

Programs demonstrate their compliance with Part Two in four ways:

- A narrative report that briefly responds to each request to “describe, document, or demonstrate.”
- A review of evidence and artifacts by the visiting team, as well as through interviews and observations conducted during the visit.
- A review of student work that demonstrates student achievement of the SPC at the required level of learning.
- A review of websites, links, and other materials.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2330 Architecture, Modernity and the City 1800-1910; ARCH 3450 Advanced Architectural Communication. During the student school-wide meeting several students exhibited good communication skills with our panel. The students also demonstrated the ability to effectively speak and present to the team about their projects within the studio environment. Professional Advisory Board members indicated the student skill at participating in client meetings during co-op during their third year and even better after graduation.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1120 Fundamental Design; ARCH 2130 Site, Space and Program; ARCH 6100 Graduate Skills Studio; and ARCH 6200 Architectural Design.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 3170 Architecture, Infrastructure and the City; ARCH 6430 Case Studies I; and ARCH 6440 Case Studies II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1120 Fundamental Design; ARCH 2130 Site, Space and Program; ARCH 2140 Urban Institutions; ARCH 6100 Graduate Skills Studio; and ARCH 6200 Architectural Design.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2140 Urban Institutions; ARCH 3170 Architecture, Infrastructure and the City; ARCH 6100 Graduate Skills Studio; and ARCH 6200 Architectural Design.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1120 Fundamental Design for the M. Arch. I; ARCH 7130 Masters Research Studio (analysis of precedents) and ARCH 7140 Masters Degree Project (incorporation of precedents) for the M. Arch. II; and both ARCH 6100 Graduate Skills Studio and ARCH 6200 Architectural Design for the M. Arch. III.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 1320 Architecture and Global Cultures 1400-Present; ARCH 2330 Architecture, Modernity and the City 1800-1910; ARCH 2340 Architecture, Modernity and the City 1910-1980; ARCH 3361 Berlin Architecture and Urbanism: Inventing the Modern City; and ARCH 6330 Seminar in Modern History.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 2330 Architecture, Modernity and the City 1800-1910; ARCH 2340 Architecture, Modernity and the City 1910-1980; ARCH 3362 Berlin Contemporary Practices and Sustainable Futures; ARCH 6330 Seminar in Modern History.

Realm A. General Team Commentary: Student work demonstrated within Realm A reflects the students' ability in critical thinking and representation in the M. Arch. I, M. Arch. II, and M. Arch. III tracks. The study and analysis of the historical precedents are displayed in the early years of the program but the use of precedent is also evident throughout the program. The students have studied and sketched many local historical buildings by visiting those buildings in Boston and also continue to do that in their study abroad program in Berlin. Student communication and presentation skills were broadly evident.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 7130 Masters Research 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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5110 Urban Housing & Aggregation; and ARCH 5120 Comprehensive Design 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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5110 Urban Housing and Aggregation and ARCH 5120 Comprehensive Design 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] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5120 Comprehensive Design Studio (technical drawings and models); a lecture for ARCH 2240 showed evidence of CSI discussion and an example of a specification section, which is only offered in the M. Arch. I track. No evidence was found for preparation of outline specifications in the M. Arch. II and M. Arch. III tracks and very limited evidence in the M. Arch. I track.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5220 Integrated Building Systems in all three M. Arch. tracks.

B.6 Environmental Systems: *Ability* to demonstrate 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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5210 Environmental Systems.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5220 Integrated Building Systems.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5220 Integrated Building Systems.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5220 Integrated Building 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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6440 Case Studies II.

Realm B. General Team Commentary: The student work reviewed in Realm B has evidence of each of the Building Practices, Technical Skills and Knowledge throughout, mostly observed in the ARCH 5120 Comprehensive Design. The work is typically complex large-scale projects showing all building systems with the exception of an ability for outline specifications. B.5 Structural Systems and B.6 Environmental Systems far exceeded the requirements and are acknowledged for their distinction.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 7130 Masters Research Studio and ARCH 7140 Masters Degree Project.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5120 Comprehensive Design Studio and ARCH 7140 Masters Degree Project.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 5120 Comprehensive Design Studio.

Realm C. General Team Commentary: The student work demonstrated in this realm complements the co-op mission of the program. The solutions provided by the students have a professional look and feel to them that can be attributed to their co-op experiences. The ARCH 5120 Comprehensive Design Studio provides a base framework for integrated design study. The projects used by the program also highlight a second mission of the school by using the local urban environment. The ARCH 7130 Master's Research Studios, which is paired with the ARCH 7140 Master's Degree Project, provides a unique comprehensive study of mixed-use building types in urban communities.

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6440 Case Studies II (client, contractor, architect) and ARCH 7130 Masters Research Studio (architect, user groups, community, and built environment).

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6430 Case Studies I (teams, consultants, work plans, schedules) and ARCH 6440 Case Studies II (project delivery methods).

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

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6430 Case Studies I and ARCH 6440 Case Studies II.

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

[X] Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was found in student work prepared for ARCH 6430 Case Studies I.

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] Not Met

2018 Team Assessment: Evidence of student achievement at the prescribed level was not found in student work. The only example of this SPC was a copy of the AIA Code of Ethics included with a course schedule for ARCH 6440 stating that it was required reading; however, there was no evidence that the understanding of the NCARB "Rules of Conduct" was referenced, which is also required.

Realm D. General Team Commentary: The team found that the students attained a deep understanding of the nature of professional practice and project management both in the classroom and through the co-op program. In classes, students are tasked with evaluating RFP submissions from local firms to understand how firms assemble teams, select consultants, structure project work flows, and pursue new work.

The students' understanding of professional practice is greatly enhanced by the co-op program, during which students spend two 6-month sessions working full-time in an architecture firm. In a session with members of the professional advisory council (who were principals at local firms) they described meeting with co-op students employed at their firms throughout their time there to ensure the students are being exposed to a variety of professional facets and relay that information back to the school's co-op advisor. The panel members also noted that students entering their firms during co-op or post-degree are able to seamlessly transition into producing meaningful work, and have the skills necessary to engage effectively in a professional environment with little additional training.

During the all-student meeting, when asked about professional preparedness, the students expressed that they felt well prepared for the field, both in terms of hard skills such as technological proficiency and design language and soft skills such as portfolio production and résumé and cover-letter writing. There is a high level of job placement upon graduation, with many students taking positions with firms that they worked at during their co-ops.

The director described faculty-student discussions of ethics from the earliest years in the program through completion of their degree, but evidence in the student work was not apparent.

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 Higher Learning Commission (formerly the North Central Association of Colleges and Schools); 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

2018 Team Assessment: A letter of accreditation from New England Association of Schools and Colleges (NEASC) dated May 20, 2009, is included in the APR.

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 nonaccredited degree program must change the title. Programs must initiate the appropriate institutional processes for changing the titles of these nonaccredited programs by June 30, 2018.

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

[X] Met

2018 Team Assessment: As required, the architecture program uses the title M. Arch. exclusively for NAAB-accredited programs. The programs it offers that are non-NAAB-accredited do not use these titles. The program provides three different tracks which include the Single Institution (SI), Pre Professional-plus, and Non-pre professional degree-plus forms as defined in the 2014 Conditions for Accreditation.

The M. Arch. I, M. Arch. II, and M. Arch. III tracks all meet the minimum credit hours along with general, professional, and optional study requirements as provided in the APR and online at the following link: <http://catalog.northeastern.edu/graduate/arts-media-design/architecture/>

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

2018 Team Assessment: The graduate director described the process for evaluating students that are entering the M. Arch. II track where the student is relying in part on course work from another accredited institution for some SPC. This process includes an evaluation of the candidate's portfolio as well as an evaluation of course work in which specific student work product at the ability and understanding levels are required. The program provided review checksheets and portfolios that documents the process. The process is articulated on its website at the following link:
<https://camd.northeastern.edu/architecture/academics/graduate/faqs/>

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

2018 Team Assessment: Evidence is demonstrated in the following link.
<https://camd.northeastern.edu/architecture/about/naab-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

2018 Team Assessment: Evidence is provided in the following link.
<https://camd.northeastern.edu/architecture/about/naab-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

2018 Team Assessment: Evidence is demonstrated in the following links.
<https://camd.northeastern.edu/architecture/experiential-learning-co-op/co-op/intern-development-prgram/> <https://camd.northeastern.edu/architecture/experiential-learning-co-op/co-op/licensure-architects/> <https://camd.northeastern.edu/architecture/experiential-learning-co-op/co-op/portfolios/>

II.4.4 Public Access to APRs and VTRs:

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

- All Interim Progress Reports (and narrative Annual Reports submitted 2009-2012).
- All NAAB Responses to Interim Progress Reports (and NAAB Responses to narrative Annual Reports submitted 2009-2012).
- The most recent decision letter from the NAAB.

- The most recent APR.¹
- The final edition of the most recent Visiting Team Report, including attachments and addenda.

[X] Met

2018 Team Assessment: Evidence is provided in the following NEU links.

https://camd.northeastern.edu/architecture/wp-content/uploads/sites/4/2013/01/2016_NAAB_FER_DecisionLetter.pdf

https://camd.northeastern.edu/architecture/wp-content/uploads/sites/4/2013/01/2012-NAAB-VTR_with-signatures.pdf

https://camd.northeastern.edu/architecture/wp-content/uploads/sites/4/2013/01/NAAB_2011_APR_NortheasternUniversitySoA_FINAL.pdf

https://camd.northeastern.edu/architecture/wp-content/uploads/sites/4/2013/01/NAAB_2017_APR_NortheasternUniversitySoA_FINAL.pdf

NAAB confirmed that the SoA was not required to produce Interim Progress Reports during this period.

II.4.5 ARE Pass Rates:

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

[X] Met

2018 Team Assessment: On the NEU website under accreditation ARE 4.0 shows current NCARB data at the following link;

https://public.tableau.com/shared/SJM5Z4H66?:toolbar=no&:display_count=yes&:showVizHome=no

II.4.6 Admissions and Advising:

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

This documentation must include the following:

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

[X] Met

2018 Team Assessment: Evidence is provided in the following NEU links:

Undergraduate: <https://camd.northeastern.edu/architecture/academics/undergraduate/requirements/>

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

<https://camd.northeastern.edu/academics/undergraduate/portfolios/>

<https://www.northeastern.edu/admissions/application-information/>

Graduate: <https://camd.northeastern.edu/architecture/academics/graduate/faqs/>

<https://camd.northeastern.edu/academics/graduate/admissions/>

See also Part Two (II): Section 3 - Evaluation of Preparatory Education assessment above.

II.4.7 Student Financial Information:

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

[X] Met

2018 Team Assessment: Initial estimates for tuition and fees are provided in the following NEU links:

https://studentfinance.northeastern.edu/billing-payments/tuition-and-%20fees/#_ga=2.133299851.407727727.1504762383-226150543.1499708826

<https://studentfinance.northeastern.edu/forms/>

PART THREE (III): ANNUAL AND INTERIM REPORTS

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

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

[X] Met

2018 Team Assessment: The evidence of Statistical Reports as submitted to NAAB was shown by reviewing those statistical reports in the team room.

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

[X] Met

2018 Team Assessment: The requirement to submit Interim Progress Reports did not apply to NU per NAAB.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

A.1 Professional Communication Skills: The Professional Communication skill is evident in writing work in the history courses. The students displayed professionalism in the all-student-body meeting. The co-op program certainly helps to build the communication and creative thinking skills. The graphic presentation was evident that allowed clear expression of design intentions. The team also observed some of the first-year pin-up and the communication skills were evident even in this early phase of their education.

B.5 Structural Systems: Student work showed evidence of an ability that far exceeded the minimal expectations. Project examples included analysis of structural options, structural calculations, 3-D representation of the systems, and details showing layered system assemblies. The solutions were typically large-scale projects showing detailed thought to the constructibility.

B.6 Environmental Systems: Using the local Boston environment, studies of project site orientation and thermal performance in the projects showed evidence of an exemplary ability for environmental systems. Examples used solar evaluations, building shading elements, insulating R-value and U-factor calculations, air distribution layouts and materials to show a comprehensive ability to address environmental systems within the project as a whole.

Co-Op Program: The SoA has an incredibly robust co-op program, nested within the larger university-wide emphasis on experience-based learning. Students participate in two 6-month full-time co-ops with architecture firms that range in size, location, and focus, providing them with a unique perspective on professional practice. As these take place interspersed chronologically throughout the program, students are able to marry an understanding of professional practice with their course work, which is evidenced in their strong understanding of building systems and details.

In addition, this exposure to the profession bolsters the students' "soft" skills such as résumé and cover letter writing, professional conduct, and communication skills. Members of the Advisory Council remarked that Northeastern SoA co-op students are able to seamlessly integrate with their offices, producing meaningful work for the firm during their 6-month position. Many students form relationships with local firms during their co-ops that translate into positions within those firms upon graduation.

Appendix 2. Team SPC Matrix -- The team completed three SPC matrices (one per M. Arch. track) that identifies courses where work was found demonstrating program compliance with Part II, Section 1.

SPC Matrix		March I																										
		Realm A: Critical Thinking and Representation				Realm B: Building Practices, Technical Skills and Knowledge				Realm C: Int. Arch. Solutns	Realm D: Professional Practice																	
		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	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	building envelope systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Evaluation and Decision Making	Integrative Design	Stakeholder Roles	Project Management	Business Practices	Legal Responsibilities	Professional Ethics	
		Ability	Ability	Ability	Ability	Ability	Ability	Undrstnd	Undrstnd	Ability	Ability	Ability	Ability	Ability	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Ability	Ability	Ability	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Undrstnd	
		SPC met in NAAB-ac																										
ARCH 1110																												
ARCH 1120																												
ARCH 1310																												
ARCH 1320																												
ARCH 2130																												
ARCH 2140																												
ARCH 2240																												
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ARCH 3362																												
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ARCH 6430																												
ARCH 6440																												
ARCH 7130																												
ARCH 7140																												

SPC Matrix		Realm A: Critical Thinking and Representation								Realm B: Building Practices, Technical Skills and Knowledge										Realm C: Int. Arch. Solutns			Realm D: Professional Practice						
Course	MArch II	Professional Communication Skills								Building Practices, Technical Skills and Knowledge										Int. Arch. Solutns			Professional Practice						
		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		
		Ability	Ability	Ability	Ability	Ability	Ability	Undrstnd	Undrstnd	Ability	Ability	Ability	Ability	Ability	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Ability	Ability	Ability	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Undrstnd		
		SPC met in NAAB-accredited program																											
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ARCH 5120																													
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ARCH 6330																													
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ARCH 6440																													
ARCH 7130																													
ARCH 7140																													

SPC Matrix		Realm A: Critical Thinking and Representation								Realm B: Building Practices, Technical Skills and Knowledge										Realm C: Int. Arch. Solutns			Realm D: Professional Practice					
MARCH III	Ability or Understanding	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	Design Thinking Skills	Investigative Skills	Architectural Design Skills	Ordering Systems	Use of Precedents	History and Culture	Cultural Diversity and Social Equity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	enclosing envelope systems and Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Evaluation and Decision Making	Integrative Design	Stakeholder Roles	Project Management	Business Practices	Legal Responsibilities	Professional Ethics	
		Ability	Ability	Ability	Ability	Ability	Undrstnd	Undrstnd	Ability	Ability	Ability	Ability	Ability	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Ability	Ability	Ability	Undrstnd	Undrstnd	Undrstnd	Undrstnd	Undrstnd	
		SPC met in NAAB-accredited																										
ARCH 2240																												
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ARCH 2340																												
ARCH 3170																												
ARCH 3450																												
ARCH 5110																												
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ARCH 6440																												
ARCH 7130																												
ARCH 7140																												

Appendix 3. The Visiting Team

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Respectfully Submitted,



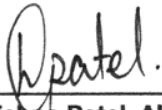
Bruce Blackmer, FAIA
Team Chair



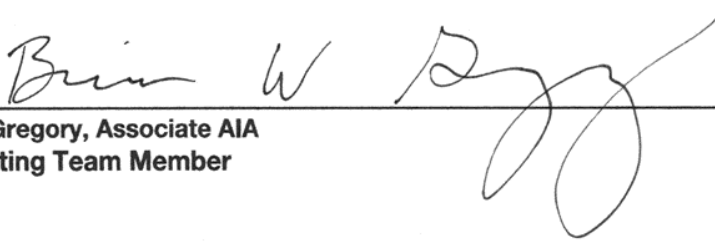
Anthony Cricchio, RA
Team Member



Kristine Harding, NCARB, FAIA
Team Member



Harikrishna Patel, AIA
Team Member



Brian Gregory, Associate AIA
Nonvoting Team Member