

Visiting Team Report

Illinois Institute of Technology College of Architecture

B.Arch [169 undergraduate credit hours]

M.Arch [Undergraduate non-architecture degree
+ 102 graduate credit hours]

M.Arch [Undergraduate architecture degree + 66 graduate credit hours]

March 1-3, 2021



National
Architectural
Accrediting
Board, Inc.

Visiting Team Report (VTR)
 2020 Conditions for Accreditation
 2020 Procedures for Accreditation

To be completed by NAAB Staff:

Institution	Illinois Institute of Technology
Name of Academic Unit	College of Architecture
Degree(s) <i>(check all that apply)</i> Track(s) <i>(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:</i> <i>150 semester undergraduate credit hours</i> <i>Undergraduate degree with architecture major + 60 graduate semester credit hours</i> <i>Undergraduate degree with non-architecture major + 90 graduate semester credit hours)</i>	<input checked="" type="checkbox"/> <u>Bachelor of Architecture</u> 169 undergraduate credit hours <input checked="" type="checkbox"/> <u>Master of Architecture</u> Track I: Undergraduate non-architecture degree + 102 graduate credit hours Track II: Undergraduate architecture degree + 66 graduate credit hours <input type="checkbox"/> <u>Doctor of Architecture</u> Track: Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2013
Current Term of Accreditation <i>(refer to most recent decision letter)</i>	Continuing Accreditation (Eight-Year Term)
Program Administrator	Reed Kroloff, Dean
Chief Administrator for the academic unit in which the program is located <i>(e.g., dean or department chair)</i>	Reed Kroloff, Dean
Chief Academic Officer of the Institution	Peter Kilpatrick, Provost and Senior Vice President for Academic Affairs
President of the Institution	Alan Cramb
Individual submitting the APR	Sean Keller, Associate Dean
Name and email address of individual to whom questions should be directed	Sean Keller: skeller1@iit.edu

I. Summary of Visit

a. Acknowledgments and Observations

The NAAB team extends its deepest appreciation to the faculty, staff, and students of the College of Architecture, Illinois Institute of Technology, and the University's leadership, for their excellent preparation for this visit, and for their willingness to be innovators, to be the first Architecture programs to volunteer for a reaccreditation review using the new NAAB Conditions and Procedures. Special thanks to Associate Dean Sean Keller for providing an easily navigated and comprehensive APR and digital archive of materials, more remarkable for having few guidelines to provide direction for his efforts.

The College of Architecture has a reputation for leadership within the university and the professional community. As one of the nation's largest architecture schools, with one of the most international student populations, with over 600 students from 42 countries, IIT Architecture is a well-known and respected brand. Its legacy as a preeminent school of modernism, in Crown Hall, on this Mies campus, in the Architectural mecca of Chicago, is unquestionably distinctive. The college has built a rich set of programs on a remarkable foundation, through which students, faculty, and staff engage with leading practitioners and thinkers about design by doing and making in an urban environment.

These programs have made significant progress on many fronts since the last visit. The college's revised governance structure, which engages the range of capabilities of Program Directors, faculty, students and staff, combined with a new Dean and a new Provost, have contributed greatly to this success. Dean Reed Kroloff was universally praised for his transformational leadership, for being articulate, engaging, collaborative, and transparent; for his ability to lead, communicate and heal.

The provost, also highly considered and appreciated by the CoA faculty and staff, characterized the College of Architecture as one of the jewels in IIT's crown, with strong name recognition, and central to the accomplishment of the university's mission, particularly in engaging with the local community. The university has invested significantly in the CoA, recently in its facilities, and currently and in the future in growing the faculty and staff. Under his and the new Dean's leadership, there is great optimism about already evolving opportunities in strategic initiatives; continuing to serve the founding mission of access; increasing the diversity of the faculty and student body; increasing engagement with the local community and the City's planning department; and helping the City of Chicago reinvent itself.

The college's faculty are accomplished practitioners and scholars, visibly and verbally supportive of each other, the students and the programs. A high percentage of practicing faculty, many of them adjuncts, bring distinctive current knowledge to the programs; a dedicated group of Category II faculty are exceptional teachers and coordinators; and a small but mighty band of tenured and tenure-track faculty ably teach, direct and serve on many committees. There is, however, "a crisis of hires", with the recent departure of 8 Category I faculty, a trend that needs to be changed, and positions that need to be filled. The students note the availability of the faculty, and their valuable connections to career networks and knowledge. The dedicated staff much appreciate their jobs, their colleagues, and the students. One staff member reported what seemed to be a universal sentiment, "I have never been so proud and happy about the work we are doing together".

The students, particularly the student organization leaders, are extremely articulate. This widely diverse group of individuals, feels not only supported by the administration, faculty and staff, but that they are expected to challenge and contribute to the ideas of this community of scholars, makers and doers. They also recognize that they are a more diverse group than the faculty, and think that the faculty learns from this diversity. Students select this particular architecture program not only because of its location and heritage, but because of the abundance of practicing faculty. The students recognize that the culture of this school provides the opportunity to learn to be leaders, through learning how to think, communicate, compromise, and collaborate. Graduates are prized by their employers for their readiness to go to work and work hard, and abilities to integrate design and systems, in other words, their knowledge of the art of building.

b. Conditions Not Achieved

PC4 - History and Theory: Not Met, (M.Arch only)

5.4.1. Human Resources and Human Resource Development, (Specifically faculty workloads): Not Demonstrated (B.Arch and M.Arch)

5.5. Social Equity, Diversity, and Inclusion, (Specifically 5.5.2. Faculty): Not Demonstrated (B.Arch and M.Arch)

II. Progress Since the Previous Visit

2009 Student Performance Criterion A.10, Cultural Diversity (M.Arch Only): *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the society roles and responsibilities of architects.*

Previous Team Report (2013): This criterion, Cultural Diversity, has been met at the B.Arch level, with evidence from course materials for ARCH 423. At the M.Arch level, this criterion has not been met. Though there is evidence in studio work or course work as well as observed studio sessions, it is not always a required studio or assignment and cannot be validated.

Current Visiting Team Assessment:

PC.8 Social Equity and Inclusion in the current NAAB Conditions for Accreditation has replaced SPC A.10 from the 2013 visit. This criteria is now met for both programs.

2009 Student Performance Criterion B.7, Financial Considerations (Both M.Arch and B.Arch): *Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.*

Previous Team Report (2013): The team did not find sufficient information in the team room, course folders and/or any project examples exhibited in the student displays to validate the program's compliance with the NAAB criterion for either the undergraduate or graduate program. Courses listed as the place to find this criterion did not provide the material backup to validate items and topics described in the syllabus.

Current Visiting Team Assessment:

SPC B.7 from the previous Conditions has been largely eliminated from the current 2020 Conditions, although SC.4 Technical Knowledge requires that the program ensure student understanding of assessing technologies against economic objectives. Evidence addressing this criteria was found in ARCH 413 in the B.Arch and ARCH 568 in the M.Arch. This criteria is now met in both programs

2009 Student Performance Criterion B.10, Building Envelope Systems (Both M.Arch and B.Arch): *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.*

Previous Team Report (2013): The team did not find sufficient information in the team room, course folders and/or any project examples exhibited in the student displays to validate the program's compliance with the NAAB criterion for either the undergraduate or graduate program.

Current Visiting Team Assessment:

SC.6 Building Integration in the current NAAB Conditions for Accreditation has replaced B.10. The team found sufficient evidence of student achievement at the level of ability for Building Integration envelope systems and assemblies in both programs in ARCH 403, 417/417 in the B.Arch, and ARCH 513, 543/544 in the M.Arch. This criterion is now well met in both programs.

2009 Student Performance Criterion C.4, Project Management (Both M.Arch and B.Arch):

Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

Previous Team Report (2013): The team did not find sufficient information in the team room, course folders and or any project examples exhibited in the student displays to validate the program's compliance with the NAAB criterion for either the undergraduate or graduate program.

In the B.Arch program, an elective course (ARCH 424) taken by a small percentage of the student body offered student work examples relevant to this criterion. However, given that this is not a required professional course taken by all graduating students, it cannot be used to satisfy this criterion.

In the M.Arch program students are required to take one of the three professional practice electives offered by the program (ARCH 561-562-563). The student work produced in ARCH 563 provided examples relevant to this criterion. However, given that not all the graduating M. Arch students are required to take this course, it cannot be used to satisfy this criterion.

Current Visiting Team Assessment:

In the new Conditions PC.6 – Leadership and Collaboration, along with SC.2 - Professional Practice, have largely replaced C.4. Project Management. Both the B.Arch and the M.Arch have now met the expectations of the new PC.6.

2009 Student Performance Criterion C.5, Practice Management (B.Arch Only):

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

Previous Team Report (2013): The team did not find sufficient information in the team room, course folders and or any project examples exhibited in the student displays to validate the program's compliance with the NAAB criterion for the undergraduate degree. On the other hand at the M.Arch level, this criterion has been met with evidence from course materials for ARCH 563 and ARCH 560.

Current Visiting Team Assessment:

In both the B.Arch and M.Arch, the Professional Practice courses have been rigorously assessed and modified. SC.2 – Professional Practice in the new Conditions largely replaced the old C.5 – Practice Management. Both the B.Arch and the M.Arch have now met the expectations of the new SC.2.

2009 Student Performance Criterion C.7, Legal Responsibilities (B.Arch Only):

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

Previous Team Report (2013): The team agrees that this criterion in the undergraduate BARCH program is not in the locatable course of Arch 413 Professional Practice but the team was able to find limited validation through various conversations with faculty, and dispersed among many other courses.

The team found adequate evidence of this criterion in the graduate MARCH program in courses Arch 561 Entrepreneurship and Innovation in Architecture.

Current Visiting Team Assessment:

In the new Conditions, SC.3 – Regulatory Context, largely replaces the expectations of C.7 – Legal Responsibilities. The expectations of SC.3 are now met in the B.Arch.

2009 Condition II.2.2, Professional Degrees and Curriculum (B.Arch Only): 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 (2013): This criterion is not met for the B. Arch. degree program. While the APR lists 49 credits of general studies, 12 of those credits (ARCH 125, ARCH 230, ARCH 334, and ARCH 335) are taught by College of Architecture faculty to meet professional studies requirements. While these courses meet IIT's own general education requirements, they do not meet NAAB's intent as stated in the 2009 Conditions for Accreditation, the architecture degree must include at least 45 credit hours outside of architectural studies either as general studies or as electives other than architectural content.

Current Visiting Team Assessment:

This credit requirement is no longer a requirement of the Conditions. The program meets the requirements of the institution, which is the new Condition.

Causes of Concern in the October 2013 VTR

Crowded Studio Space

Current Visiting Team Assessment: No longer a concern.

A Dynamic Change within the Program Due to the Arrival of a New Dean

Current Visiting Team Assessment: No longer a concern.

Studio Culture

Current Visiting Team Assessment: No longer a concern.

Diversity, (Specifically about student population)

Current Visiting Team Assessment: No longer a concern.

Governance/Leadership

Current Visiting Team Assessment: No longer a concern.

Communication

Current Visiting Team Assessment: No longer a concern.

III. Program Changes

If the Accreditation Conditions have changed since the previous visit, a brief description of changes made to the program as a result of changes in the Conditions is required.

Current Visiting Team Assessment:

Although the Conditions have changed since the previous visit, the NAAB-accredited IIT programs necessarily submitted the APR prior to these recently revised Conditions, and thus could not have been expected to make changes in the programs as a result of changes in the Conditions. However, the programs have already begun some changes, including thinking about and planning future assessment methods, discussing and implementing some new areas of focus, conducting curricular reviews, and drafting a new strategic plan.

IV. Compliance with the 2020 Conditions for Accreditation

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.
- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

[X] Described

Program Response:

The IIT College of Architecture draws strength from its unique traditions and circumstances: its legacy as a preeminent school of modernism with a global impact; its rich and influential architectural and landscape architectural heritage; and its present-day connections to a remarkable range of progressively minded global practitioners. Architectural studies at IIT combines top-tier educators with an unparalleled setting in the diverse and architecturally rich urban laboratory that is Chicago.

The College of Architecture holds a unique and integral position within IIT. The Bachelor of Architecture is the university's largest undergraduate degree and CoA students represent nearly 15% of the total undergraduate population. Our faculty and students participate in joint curricular programs with the Institute of Design, the College of Engineering, the School of Business, and IIT's signature Inter-Professional Projects program. College faculty participate in university academic management and faculty governance through representation on all core university committees, as well as contributing to strategic planning and campus development projects.

Our students and faculty are provided with ample opportunities to learn both inside and outside the classroom, beginning with the campus itself and our National Landmark home, Crown Hall, and continuing with our outstanding fabrication lab, extensive lecture series, the Mies Crown Hall Americas Prize, and a multitude of academic, civic and professional events—all set in the vibrant context of Chicago. The college also offers a wide range of options for students to learn through travel, engagement with community partners, and participation in student organizations.

2021 Analysis/Review:

The mission and context as summarized above was consistently observed during the team's virtual visit, and in the evidence presented. The unique advantages of the city of Chicago and this particular technical institute distinguish these programs. The wealth of significant architecture in the city provides abundant exposure for the students, as does the urbanity of the city with its distinctive and diverse neighborhoods, and the significant community of practicing architects and other design professionals who are engaged with the college. The architectural heritage of IIT's Mies campus and the college's home in Crown Hall, are without peer in the U.S. All of these characteristics, and others, attract a historically large international student body, who want to take advantage of the opportunities of this context.

IIT is a private research university of approximately 8,000 students, which has had continuous accreditation since 1941, (and its predecessors were first accredited in 1913). The predecessors, Armour Institute of Technology and Lewis Institute, were founded in the 1890's to educate first-generation Americans of modest means and social position. The mission today continues to prize access, diversity, and inclusion. Among highly selective private colleges, IIT is ranked second in the nation for overall upward mobility, and ranks thirty-second for lifting students from families in the bottom 20% of income to the top 20% later in life.

IIT recently completed a five-year strategic plan, "Many Voices, One Vision". The vision guiding this plan is that "Illinois Tech will be internationally recognized in distinctive areas of education and research, using as its platform the global city of Chicago, driven by a professional and technology-oriented focus, and based on a culture of innovation and excellence." The College of Architecture is a significant contributor to all aspects of this vision. The faculty includes many architects and scholars who are internationally recognized for their excellence and innovation. The College is involved in the city of Chicago at all levels: city government, cultural institutions of all sizes, large and small businesses, schools, neighborhood groups, and philanthropic efforts, and is currently working to take even more advantage of this unique context, through the Chicago studio, and increased engagement with the city's planning commission, and the local Bronzeville community.

2—Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

[X] Described

2021 Analysis/Review:

Design (Described)

Located in Chicago where citizens appreciate the importance of the built environment and where Mies van der Rohe served as the school's first director of the department from 1928-1958, design is at the heart of the school. The College of Architecture is building on this history by embracing innovative technology, interdisciplinary collaboration and new ways of working to solve the greatest needs of today's built environments.

Environmental Stewardship and Professional Responsibility (Described)

It is evident in the student work and during our meetings with the faculty and students that ecological literacy and instilling the importance of individual responsibility is core to the program's mission. ARCH 505 Urban Ecology is a course that highlights this. In addition, the school has been promoting the AIA Cote Top Ten Criteria in studio projects and use of net zero energy models.

Equity, Diversity and Inclusion (Described)

"IIT was founded more than 100 years ago to specifically challenge the status quo. Our founders believed that higher education should not restrict social advancement or propel it." True to this mission the school has formed the CoA Diversity and Inclusion Committee to allow the administration, faculty, students, to share ideas to continually improve diversity and inclusivity. In addition, the college has recently adopted a twelve-point diversity and inclusion plan that has calls for action on several fronts.

Knowledge and Innovation (Described)

Students are exposed to both applied and scholarly research and are encouraged to experiment in their own research. It was evident in the advanced studio work in the final years of the B. Arch and M. Arch that these projects were centered on research and knowledge production. The faculty through publications, articles and participating in symposia and conferences are generating new knowledge creation. Finally, the Mies Crown Hall Americas Prize which recognizes projects nominated for their quality, innovation and social impact.

Leadership, Collaboration, and Community Engagement (Described)

Leadership starts at the university level with the Interprofessional Projects (IPRO) Program, a required academic program for all undergraduates. IPRO teaches leadership, creativity, teamwork, design thinking, and project management. The university also offers a competitive Leadership Academy to all students. Currently, out of the 20 students in the program, four are architecture students. At the college level, many of the studio projects are team projects. In our conversations with the students, they expressed that the lessons learned in these team projects would be of great value to them when they begin their professional careers. In terms of community engagement, they are working on a new initiative called the "Chicago Studio" in conjunction with faculty member and the City of Chicago's Planning Commissioner, Maurice Cox (who is also a former Mayor of Charlottesville, VA).

Lifelong Learning (Described)

The school has a strong connection to the architecture profession in Chicago and a strong contingent of those professionals on its faculty and advisory board. Local professionals who serve as adjunct professors demonstrated a vested interest in supporting this value. As they move forward in integrating the 2020 NAAB conditions into their programs, how they address this as being a shared responsibility between the academy and the profession will be important.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of assurance for student understanding of Career Paths at the prescribed level was found in the syllabus of ARCH 414 - Architectural Practice; and less so in the syllabus of ARCH 100 - Introduction of Architecture.

Supplemental exposure to career paths are available to students through field trips, lectures, career fairs, and school events. Additionally, a dedicated faculty member, Professor Thomas Brock, AIA, is available to students to assist them in guiding and tracking AXP requirements, NCARB certification and preparation for the ARE.

The program recently assessed this program criteria in the AY 2020-21, where the revision of this criteria aims to ensure career path issues and diversity of professional roles are covered within the curriculum. B.Arch "Career Paths" will be reviewed and revised during the current college-wide curriculum planning process, and then will be regularly assessed through the process described in Section 5.3 of the APR.

M.Arch.

[X] Met

M.Arch: Evidence of the program's assurance for student understanding of "Career Paths" was found in the syllabus and final exam of ARCH 568 – Architectural Practice; and less so in the syllabi and student work of ARCH 543 - Architecture Studio III and 544 - Architecture Studio IV. The lecture series, Career Expo, AXP introduction, and internship program, fieldtrips, electives and exposure to many faculty members who are practicing, all as described in the APR narrative and on the program's website, also support this understanding.

The program demonstrated assessment of this criteria in 2018, and its intention for recurring assessment. Through student interviews and reviews of student-authored report essays, the program determined that the students had attained an adequate understanding, although "Career Paths" was less thoroughly assessed than the criteria SC1, SC2, and SC3. The 2018 assessment did not lead to any modifications, but ARCH 568 had been significantly modified in 2017-18 based on a previous assessment. M.Arch "career path offerings" will be reviewed and revised during the current college-wide curriculum planning process, and then will be regularly assessed through the process described in Section 5.3 of the APR.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of student achievement at the prescribed level was described in the following courses: ARCH 113 & 114, ARCH 201 & 202, ARCH 305 & 306, ARCH 417 & 418, and ARCH 419 & 420. The sequence is well structured moving from foundation studios in the first year, housing studios in the second year, research based hybrid programs in the third year, to comprehensive studios in the fourth year. Option studios in the fifth year, while not listed in the matrix but certainly contribute to design experience and expertise.

Supplemental experiences include a robust lecture series and experiences such as the Mies Crown Hall Americas prize and immersion in the city and its rich traditions of architectural excellence.

Assessment includes reviews, exhibitions, and student semester portfolio submissions. While objectives are well articulated in the studio syllabi assessment would be strengthened by specific learning outcomes. The plan described in section 5.3 of the APR is an excellent step in this direction. The link under “An example of the annual assessment process...” does not work.

M.Arch.

[X] Met

M.Arch: Evidence of the program’s provisions for instilling the “Design” expectation was found in the syllabi of the required 6 - semester Architecture Studio sequence, the required 3-semester Design Communications sequence, and the student work for ARCH 543 - Architecture Studio III and 544 - Architecture Studio IV, with a focus on urban projects, at the building and city scale. ARCH 541 - Architecture Studio I and 542 - Architecture Studio II provide the introduction to Cities and Chicago at the neighborhood scale; ARCH 543 and 544 the rigors of Chicago sites for multi-use housing and a Chicago mixed-use institutional building; and concluding with the innovative range of Advanced studios with projects on urban sites around the globe.

The program demonstrated assessment of a portion of the Design criteria in 2019, and its intention for recurring assessment. The foundation studios, ARCH 541 and 542, were assessed through interviews with students and faculty evaluation of student work, to assess the transfer of knowledge in five of the learning outcome categories of the 2014 NAAB Conditions. Based on the assessment, modifications were made to improve understanding and knowledge of the design process and thinking skills. M.Arch “Design” will be reviewed and revised during the current college-wide curriculum planning process, and then will be regularly assessed through the process described in Section 5.3 of the APR.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of the program’s installation of a holistic understanding of Ecological Knowledge and Responsibility is most evidently found in ARCH 214 - Site Design, ARCH 403 - Environmental Building Systems I, and ARCH 404 : Environmental Building Systems II. Two courses that place an exceptional emphasis on Ecological Knowledge and Responsibility, as evidence by student work, are ARCH 417 -

Architecture Studio VII, and ARCH 418 - Architecture Studio VII. While ARCH 100 - Introduction to Architecture does give an overview of building practice, it is on a general scale.

Should a student wish to gain deeper understanding in Ecological Knowledge and Responsibility, they may take ARCH 509 - Topics in Advanced Technologies, ARCH 421 - Building Simulation in the Built Environment, and ARCH 497 - Advanced Facade Technologies. Further supplemental experiences are available in lectures, conferences, and symposia.

The program is undergoing an assessment of its program criteria in the AY 2020-21. The goal for the revision of Ecological Knowledge and Responsibility is environmental issues and architect's stewardship are covered within the curriculum. B.ARCH "Ecological Knowledge and Responsibility" will be regularly assessed through the process described in Section 5.3 of the APR.

M.Arch.

[X] Met

M.Arch: Evidence of the program's provisions for instilling the "Ecological Knowledge and Responsibility" expectation was in the syllabi, assignments, and/or quizzes/exams of the required courses ARCH 505 – Urban Ecology, ARCH 520 – Introduction to Urbanism, ARCH 513 – Environmental Systems I, ARCH 514 – Building Systems II, and the student work of Studios III and IV. The Urban Ecology and Introduction to Urbanism courses provide opportunities for students to develop a strong ecological point of view from project inception. Electives and other programming provide additional opportunities.

The program demonstrated assessment of this program criteria in 2016. Based on the assessment two full time tenure track faculty were hired "to help lead a renewed effort to teach ecological, advanced building performance, adaptation, energy, and resilience principles." Going forward, the criteria will be regularly assessed through the process described in Section 5.3 of the APR.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of student achievement at the prescribed level was described in the following courses: ARCH 100, AURB 201, AAH 119, AAH 120, AURB 120, AURB 465, ARCH 321, and diverse elective offerings. The Chicago focused freshman intro course is notable as a start to a sequence that is exemplary in its depth and breadth taught by scholars from architecture, art history, urban design and landscape architecture.

Supplemental experiences include lecture series, symposia, conferences and access and exposure to PhD students.

Assessment appears to be in a transitional moment given changes in the curricular director model and a new dean. Assessment methods specific to these courses will be important as the school develops new assessment practices and the documentation of these practices.

M.Arch.

[X] Not Met

M.Arch: Evidence of the program's insurance for student understanding of History and Theory was found in the syllabi and exams of the required three-course sequence, (ARCH 500 – Global Modernism, ARCH

501 – Contemporary Architecture, ARCH 520 – Introduction to Urbanism), and the required two advanced history/theory seminars (ARCH 502/3), which provide opportunities for special topics, and often associated travel. The content of the required course series begins with Modern and moves to Contemporary, is U.S. and Euro-centric focused, and appears to lack content focused on history prior to modernism, and non-Western history/theory, thus falling short of this criteria's expectation, "framed by diverse social, cultural, economic, and political forces".

The program assessed this program criteria from 2013 – 2017 through an annual faculty review of content and pedagogy, and this was also the time that the current course sequence was established. M.Arch "History and Theory" will be reviewed and revised during the current college-wide curriculum planning process, and then will be regularly assessed through the process described in Section 5.3 of the APR.

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of Research and Innovation at the prescribed level was found in the syllabi of ARCH 305 - Architecture Studio V, ARCH 417 - Architecture Studio VII, ARCH 418 - Architecture Studio VII, ARCH 419 - Architecture Advanced Studio IX, and ARCH 420 - Architecture Advanced Studio X. The 5th year studio enables horizontal connection across the program, a notable method of innovation in learning for students.

Supplemental experience to the acquisition of research and innovation are available through lectures and discussions that connect what is learned in the classroom and what is happening in the profession and in the design realm of Chicago.

The program anticipates to evaluate PC.5 Research and Innovation through the processes described in Section 5.3 of the APR.

M.Arch.

[X] Met

M.Arch: Evidence of the program's preparation of students to engage in architectural research and innovation was found in the syllabi of ARCH 545 – Architecture Studio V: Advanced Topics, and ARCH 546 – Architecture Studio VI: Advanced Topics. The "traditional" applied research in these design studios and others, is complimented by the more scholarly research expected in the history/theory and some of the technical courses, although there doesn't appear to be content directed toward purposeful exposure to research methodologies from other disciplines (social science, environmental psychology).

The program states that this criteria has been assessed and adjusted regularly over the last 8 years, by faculty assessing how well students demonstrate that they understand the "difference between true research and simple mastery of practice skills". This assessment has resulted in proposals for improvements, although the program did not describe any modifications resulting from assessment. There is a notable lack of metrics in the program's overall assessment, and in the evidence of accomplishment of the "Research" criteria. Going forward, this criterion will be regularly assessed through the process described in section 5.3 of the APR.

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of student achievement at the prescribed level was described in the following courses: ARCH 100 (guest lectures), ARCH 114 group research projects, & Crown Hall installation, ARCH 417 team design, ARCH 418 design-build, IPRO 497, while these topics may be said to be implicit in the study of the city leadership and collaboration was not explicit in AURB 201, AURB 465.

Supplemental experiences include the MCHAP, a diverse set of student and professional organizations and access to unique experiences such as the Chicago Biennale. The newly formed partnership with the city's planning director and the Chicago Studio is an important contribution to this requirement. Four dual degree options for B.Arch students offer additional opportunities for multidisciplinary experience.

During discussion with students the team heard very positive responses to the university wide Leadership Academy initiative, (4 of the current 20 students in this competitive entry university program are B.Arch students), and would encourage this experience to be opened to more students.

Unable to review current assessment processes. New structures forthcoming as described in the APR section 5.3

M.Arch.

[X] Met

M.Arch: Evidence of the program's ensurance for student understanding of Leadership and Collaboration was found in the syllabi and student work of ARCH 543 – Architecture Studio III and ARCH 544 – Architecture Studio IV, both of which centered around collaborative team projects, and the Advanced Topics Studios, ARCH 545 and ARCH 546, a number of which dealt with some collaboration with external stakeholders. Student organizations and auxiliary activities provide additional opportunities for students to gain this understanding, and the AIAS recently hosted AIAS Forum. A number of the topics in Professional Practice, ARCH 568, also address issues of teams and collaboration, and the large proportion of practicing faculty and allied consultants also bring experience of leadership and collaboration to the program. The visiting team, however, found sparse evidence of students gaining leadership knowledge and experience, engagement with multidisciplinary teams, or with diverse stakeholder constituents, all available opportunities in the IIT and South Chicago contexts. The forthcoming partnership with the city's planning director, "The Chicago Studio", will be an important contribution to this requirement.

The program stated assessment of this program criteria in 2019, through the review of student design projects from the first 4 studios, and select interviews. The assessment of the program was that "collaboration and leadership skills in the production of architectural design projects currently are adequately conveyed to students during studio courses". Further, the program noted "students understand that their professional work will greatly impact communities". There was no indication of any modifications made based on this assessment. Going forward, the criteria will be regularly assessed through the process described in Section 5.3 of the APR.

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: The program integrates Learning and Teaching Culture into the curricula by supporting and upholding a collaborative and open environment among its faculty, students, and staff. While there are several buildings for the architecture program, the program integrates the spirit of a “one-room schoolhouse” of Crown Hall into a cohesive sentiment across the student body, tying in this idea as a connecting tissue.

The program fosters a collaborative environment that engages in optimism, respect, sharing, engagement and innovation through holding regular events which allow for cross communication between all at the program. It was confirmed through meetings with faculty, staff, and students that there is indeed a healthy and evolving Learning and Teaching Culture.

M.Arch.

[X] Met

M.Arch: Evidence of the program fostering and ensuring a positive and respectful learning and teaching culture was found in the school’s “Studio Culture” policy, available on the website; and in the vision of a “one-room schoolhouse”, advising, and the encouragement of student participation in extracurricular activities. The current school policy is more narrowly defined, limited to studio, than this current NAAB program criteria, which requires a more expansive and inclusive learning and teaching policy.

The program and the published policy state that the policy is evaluated annually by a faculty and student team in conference with the dean’s Student Council, and revisions/improvements are made to curriculum, as needed. Any modifications and/or improvements that may have been made to the policy through this assessment are not noted or described. Going forward, the criteria will be regularly assessed through the process described in Section 5.3 of the APR. It is important that in the future feedback loops for improvement and innovation are incorporated into assessment.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of student achievement at the prescribed level was described and shown in ARCH 201, 202, 305, 306, AURB 201, 465 and clearly in ARCH 215 and ARCH 419, 497. The low income housing focus of 201, and 202 is commendable. Beyond circles in bathrooms the issues related to abilities is a topic for further consideration.

Supplemental experiences include a relatively new Diversity and Inclusion Committee. More evidence of this committee’s work would have been beneficial. Study abroad experiences appear to be mostly focused in Europe and could be expanded to eastern and African countries. The College’s partnership with over 20 community college programs is an important contribution in increasing access and inclusion.

During discussions with the external advisory group the team heard about the College's involvement with the ACE mentorship program which is an important contribution to this PC.

Unable to review current assessment processes. New structures forthcoming as described in the APR section 5.3

M.Arch.

[X] Met

M.Arch: Evidence of the program's focus on deepening students' understanding of social equity and inclusion was found in the syllabi of some of the Advanced studio courses (ARCH 545 and 546). Supplemental experiences include the Diversity and Inclusion Committee, started in 2019, and the gatherings they host monthly; and other programming, such as lectures. The current year's lecture series is particularly notable. Evidence of accomplishment of this criterion was not found in the History/Theory sequence of courses.

Regarding assessment and modifications based on assessment, the Diversity and Inclusion Committee has polled students on shortcomings, and the Dean has issued a 12-point action plan, (included in the APR, p. 23, but without associated metrics). Efforts underway include new community partnerships, changes in studio coursework, and expanded scholarship programs. Regarding the latter, early metrics have improved results in recruiting under-represented students to the program. The entire curriculum is currently being assessed, including its strengths and weaknesses in addressing issues of bias and inclusion.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety, and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of Health, Safety, and Welfare in the Built environment is integrated in studio coursework found in Arch 215 - Site Design, Planning & Ecology, ARCH 417 - Architecture Studio VII, and ARCH 218 - Architecture Studio VIII. Courses which introduce the importance and function of Health, Safety and Welfare in the Built Environment are found in ARCH 201 - Architecture Studio III, ARCH 202 - Architecture Studio IV, ARCH 305 - Architecture Studio V, and ARCH 306 - Architecture Studio VI. These courses build a foundation of knowledge for student integration of Health, Safety, and Welfare into their projects.

Supplemental exposure to Health, Safety, and Welfare in the Built Environment is available to students through lectures, site visits, office visits, guest jurors who work within the building industry, and conferences.

The program is undergoing a college-wide curriculum planning process during AY 2020-21, where the revisions of this criteria aims to ensure Health, Safety, and Welfare in the Built Environment literacy and responsibility are regularly assessed through the process described in Section 5.3.

M.Arch.

[X] Met

M.Arch: Evidence of student achievement at the prescribed level of understanding the impact of the built environment on human health, safety and welfare was found in the syllabi of the required courses ARCH 568 - Architectural Practice, ARCH 505 - Urban Ecology, and ARCH 513 and 514 - Environmental Building Systems I and II. Evidence of the application of this understanding was found in the student work submitted from ARCH 543 and 544, the latter which requires a code and zoning analysis. Supplemental experiences include fieldtrips, construction site visits, lectures, and conferences. The program takes pride in its pedagogical view that HSW should be taught and integrated in each and every studio, and that HSW is an environmental issue as much as a technical challenge.

The Professional Practice course, ARCH 568, was rigorously reviewed in 2018. Assessment specific to safeguarding the public and specific to HLC yearly assessments was reported, but specific goals were not described. Modifications based on assessment were not stated. Going forward, this criterion will be assessed as described in Section 5.3 of the APR.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of student achievement at the prescribed level was described in ARCH 413. The course is well structured using a variety of class modalities.

Supplemental experiences benefit from a long standing relationship with the local community of practicing architects, builders, and built environment professionals. The large number of practicing architects in the College contribute to student learning in professional practice that is evident across the curriculum. Students were articulate and consistent in their praise for the value of their experiences related to professional practice. Additional experiences include an active AIAS chapter and an impressive number (20) of formalized internships.

The program took on an extensive assessment effort in 2018 that resulted in an improvement plan based on extensive student papers, surveys and interviews. This plan has been implemented with apparent success as evidenced in the course materials and team discussion with students.

M.Arch.

[X] Met

M.Arch: Evidence of student achievement at the prescribed level of understanding related to professional ethics, regulatory requirements, business processes in practice and forces influencing change were found in the syllabi of the required course ARCH 568 - Architectural Practice. Supplemental experiences include guest lectures, internships, symposia, and the benefits of the College's close relationship to the local professional community and its practicing faculty.

The Professional Practice courses were rigorously reviewed in 2018. This assessment is well described in one of the attachments to the APR. ARCH 568 had been significantly reformatted in 2017-18, to be more responsive and inclusive of the recognition of this time of change and opportunity in the practice of architecture. The assessment resulted in a plan for modifications to increase student understanding in a range of practice-related topics. It is not clear whether the course has been assessed again following these modifications. Going forward, this criterion will be assessed as described in Section 5.3 of the APR.

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of student achievement of Regulatory Context was found in ARCH 413 - Architectural Practice, ARCH 201 - Design Studio III, ARCH 202 - Design Studio IV, ARCH 305 - Design Studio V, ARCH 306 - Design Studio VI, ARCH 417 - Design Studio VII, ARCH 418 - Design Studio VIII, ARCH 419 - Design Studio IX, and Arch 420 - Design Studio X. It should be noted that ARCH 413 - Architectural Practice, exposes students to the architect's responsibility in complaining and enforcing all relevant codes, including life-safety and accessibility standards. This course emphasizes the architect's legal responsibilities. The Design Studios encourage integration of Regulatory Context, rather than just teaching about the subject.

Supplemental exposure to topics relating to Regulatory Context are available through lectures, elective coursework, and extracurricular activities.

The program is undergoing a college-wide curriculum planning process during AY 2020-21, where the revisions of this criteria aims to ensure further incorporation of Regulatory Context. This criteria will be regularly assessed through the process described in Section 5.3.

M.Arch.

[X] Met

M.Arch: Evidence of student achievement at the prescribed level of understanding related to principles of life safety, land use, and current laws and regulations was found in the syllabi of the required course ARCH 568 - Architectural Practice and ARCH 505 - Urban Ecology. Evidence of the application of this understanding, and thus "the evaluative process architects use to comply" was found in the student work submitted from ARCH 543 and 544. Supplemental experiences include shared programs with IIT's Chicago-Kent College of Law, and the programs of a joint degree in Design and Public Policy.

The Professional Practice course, ARCH 568, was rigorously reviewed in 2018. This assessment is well described in one of the attachments to the APR. The assessment resulted in a plan for modifications to increase student understanding in a range of practice-related topics, including legal responsibilities. It is not clear whether the course has been assessed again following these modifications. Going forward, this criterion will be assessed as described in Section 5.3 of the APR.

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of student achievement at the prescribed level related to systems, technologies, and assemblies of building construction was described in ARCH 230, 334, 335, 482, 483, 417, and 418. There was no evidence that economics was explicitly covered. Performance objectives were described and shown in 417. The sequence of technical courses is well structured and the material focus of courses fits

well with the mojo of the school. It is surprising that design build projects were not cited for this category. The new conditions do not limit evidence to required courses.

The team was impressed with the integration of technical knowledge across the curriculum through the thoughtful sequence of project types, scales, and contexts and through the more speculative advanced and interdisciplinary 5th year option studios. This is a place where the DNA of the school as a whole shines through.

Supplemental experiences include a robust lecture series that includes lectures from the Council on Tall Buildings and Urban Habitats, the MCHAP, and the PHD Lecture series.

New structures for assessment forthcoming as described in the APR section 5.3 will be important going forward.

M.Arch.

[X] Met

M.Arch: Evidence of student achievement at the prescribed level related to systems, technologies, and assemblies of building construction was described in the syllabi of the required structures courses, ARCH 485 and 486; and in the required Environment and Building Systems courses, ARCH 513 and 514; and found in the student work of the integrated design studios, ARCH 543 and 544. There was no evidence that design economics was explicitly covered. Performance objectives were described in 513 and 514. The sequence of technical courses is well structured and the results as evidenced in student work are strong.

Supplemental experiences include a robust lecture series that includes lectures from the Council on Tall Buildings and Urban Habitats, the MCHAP, the PHD Lecture series, and an impressive array of technically focused elective courses.

Unable to review current assessment processes. The curriculum is currently being reviewed, and the new assessment plan as described in the APR section 5.3 is noted.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of student achievement in Design Synthesis is found in ARCH 417 - Architecture Studio VII, and ARCH 418 - Architecture VIII.

Supplemental experiences in Design Synthesis are offered through litdesignbuild, a fourth year studio, that allows students to engage with and participate in the building process. Projects in this studio are international, giving students exposure to practicing architecture on a global level. Student organizations, American Institute of Architecture Students (AIAS) and National Organization of Minority Architecture Students (NOMAS) offer events that promote accessible design through community design/build projects.

The program is undergoing a college-wide curriculum planning process during AY 2020-21, where the revisions of this criteria aims to ensure further incorporation of Design Synthesis. This criteria will be regularly assessed through the process described in Section 5.3.

M.Arch.

[X] Met

M.Arch: Evidence of student achievement at the level of ability for Design Synthesis was found in student work as follows: Consistent and strong evidence of synthesis of user requirements and site conditions was found in 543 and 544, as was consideration of environmental impacts, (although the latter without measures). Inconsistent evidence for accessible design, and some egress shortcomings (regulatory requirements), was found in 543 and 544.

The APR refers to the supporting roles of a number of elective courses in advanced technologies, building simulation and facade technologies; and supplemental experiences. But student work is the evidence required for SP.6.

Regarding assessment and modifications based on assessment, the program states that it regularly assesses design synthesis learning outcomes in monthly M.Arch meetings, and verifiers in studio reviews and student feedback. The new process for assessment related to student work as described in the narrative is noted. It will be important to build in a feedback loop such that a broad assessment of the projects and outcomes can influence curriculum innovation.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Evidence of student achievement at the level of ability for Building Integration was found in student work as follows: consistent evidence of envelope systems and assemblies, structural systems, and environmental control systems, was found in 417 and 418. Inconsistent evidence was found in 418 for life safety systems, consistent evidence for measurable outcomes of building performance was found in 417.

The narrative described workshops which covered some of these criteria. It is not clear in the student work how this influenced the design. If there were products for these workshop there were not examples provided.

Design build experiences are a holistic approach to synthesis and integration and the experiences here for the students, faculty and clients are an important part of the curriculum.

The new process for assessment related to student work as described in the narrative is noted. It will be important to build in a feedback loop such that a broad assessment of the projects and outcomes can influence curriculum innovation.

M.Arch.

[X] Met

M.Arch: Evidence of student achievement at the level of ability for Building Integration was found in student work as follows: Consistent and strong evidence of integration of envelope systems and assemblies, structural systems, and passive environmental control systems was found in 543 and 544. Inconsistent evidence for mechanical environmental control systems was found in 543, and not in 544. Evidence for life safety systems was found in 543 and 544, although with some egress shortcomings. Evidence for measurable outcomes of building performance were not found.

The APR refers to the supporting roles of a number of other courses, including the required courses in structures, environment and building systems, and urban ecology; and elective courses in advanced technologies, building simulation and facade technologies. But student work is the evidence required for

SP.6, and since student work from these other required courses was not submitted, that evidence is not available.

Regarding assessment and modifications based on assessment, the program assessed the quality of building integration in 2017-19, which led to identifications of student learning objectives and outcomes, and the addition of a structural engineering professor and energy systems architect into the design studio. The new process for assessment related to student work as described in the narrative is noted. It will be important to build in a feedback loop such that a broad assessment of the projects and outcomes can influence curriculum innovation.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

For the NAAB to accredit a professional degree program in architecture, the program must be, or be part of, an institution accredited by one of the following U.S. regional institutional accrediting agencies for higher education:

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Higher Learning Commission (HLC)
- Northwest Commission on Colleges and Universities (NWCCU)
- WASC Senior College and University Commission (WSCUC)

[X] Met

2021 Team Assessment:

IIT is accredited by the Higher Learning Commission. Its most recent affirmation of accreditation occurred in 2016. Evidence was found on the university's website.

4.2 Professional Degrees and Curriculum

The NAAB accredits 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.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience

relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor.

- 4.2.4 **Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.
- 4.2.5 **Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.
- 4.2.6 **Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

2021 Team Assessment

B.Arch.

[X] Met

Evidence of the B.Arch meeting the required Curricular Framework was found in the APR, and in the degree samples on the program's website. The program exceeds the minimum 150 credits and meets the requirements for professional and optional studies resulting in a first professional degree in architecture. The program meets the requirements for transfer students and students from programs with articulation agreements.

M.Arch.

[X] Met

M.Arch: Evidence of the M.Arch meeting the required Curricular Framework was found in the APR, and in the degree samples on the program's website. The first professional degree provides a two-year coordinated core curriculum followed by a one-year elective-based curriculum, of a total 102 credits, (60 required professional studies course credits and 42 elective professional studies course credits). Prerequisites of general studies from an accredited undergraduate degree of at least 66 course credits, (including Math and Physics), are required.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

- 4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.
- 4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.
- 4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

2021 Team Assessment

B.Arch.

[X] Met

B.Arch: Undergraduate students apply directly to the IIT Office of Undergraduate Admissions, through the university's centralized process. Admitted transfer students have non-architecture credits evaluated by IIT's centralized Office of Undergraduate Academic Affairs for potential transfer credit. All architecture or visual coursework is evaluated for transfer credit by an internal College of Architecture portfolio review by a studio faculty member. This portfolio review also determines placement within the undergraduate studio sequence. The College has a number of articulation agreements with community colleges that clearly define awarded content in the admissions process. Evidence was found in the APR and during a virtual meeting with the college's enrollment specialist.

M.Arch

[X] Met

M.Arch: The total number of credits required for completion of the M.Arch is established by each student's individual program of study. The requirements for a student to be admitted without conditions to the professional degree program are clearly stated on the website. Students work directly with the college's enrollment specialist who manages the admissions process. Graduate applicants are evaluated by a College of Architecture faculty admission committee. All files are reviewed by 1-2 faculty committee members and the final admission decision is made by the College's Director of each graduate program. Advanced standing within the 102-credit degree program is granted to those individuals with prescribed degrees and who demonstrate through coursework and portfolio that they have completed certain courses and achieved certain learning outcomes. Once granted advanced standing, an individualized program of study is developed in consultation with key curricular leadership.

Evidence was found in the APR and during a virtual meeting with the college's enrollment specialist. The university office of graduate admissions provides detailed information on the admissions process, and the College of Architecture website makes available a comprehensive listing of requirements for the submission of transcripts test scores, letters of recommendation and the portfolio.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.
- 5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

[X] Described

2021 Team Assessment:

5.1.1 : Source of evidence is found in an Organizational Chart, Governance Document, Faculty Handbook and the Constitution and By Laws of the Faculty of the Illinois Institute of Technology. The administrative structure continues to follow a university system which categorizes faculty into Cat 1, Cat 2 and Cat 3 levels. This structure limits Tenure/Tenure Track eligibility.

5.1.2 : Source of evidence is seen across the collaborative and positive relationships between Dean Kroloff and Faculty, as well as, Dean Kroloff and the Provost. Students serve on college and university-wide committees where they feel their voices are heard and supported.

Of note is a concern voiced on lack of consistency within the College of Architecture Governance using Program Directors vs. other IIT colleges using Chairs of Departments, causing possible inequities in the representation of the college at the university level. In addition, the loss of 8 tenure/tenure track faculty in the past 3 years in the programs, with positions still remaining vacant, is creating a “crisis of hiring” causing work overload for current tenure/tenure track faculty, and some curricular goals of the programs not being able to be fulfilled.

5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

- 5.2.1 The program's multi-year strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.
- 5.2.2 Key performance indicators used by the unit and the institution.
- 5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.
- 5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.
- 5.2.5 Ongoing outside input from others, including practitioners.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

2021 Team Assessment

B.Arch.

[X] Demonstrated

Rough draft of Strategic Plan is under review and strives to align with University's Strategic Plan, "Many Voices, One Vision: 2020-2025. The program utilizes Board of Overseers and Program Directors to evaluate themselves, as well as, Peer Review and Student Evaluations. Each year the program has assessed curricula and modified courses to align with expected outcomes. The program also participates in a University Level IIT Self-Assessment.

Provost Peter Kilpatrick discussed a key element of the University Vision: How can IIT help the City of Chicago reinvent itself? The major focus called "Urban Future Initiatives" utilizes urban renewal and sustainability. Chicago Studio in junior year supports this vision.

M.Arch.

[X] Demonstrated

Rough draft of Strategic Plan is under review and strives to align with University's Strategic Plan, "Many Voices, One Vision: 2020-2025. The program utilizes Board of Overseers and Program Directors to evaluate themselves, as well as, Peer Review and Student Evaluations. Each year the program has assessed curricula and modified courses to align with expected outcomes. The program also participates in a University Level IIT Self-Assessment.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment. The program must identify:

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 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.

2021 Team Assessment

B.Arch.

[X] Demonstrated

Program Faculty set program level student learning goals. There is an "Example of the Yearly Assessment Measures per Accreditation" which outlines review of curriculum and changes made. For the full BArch and M.Arch curriculum, there is a focused review every 5-7 years.

Program Directors are ex-officio members of the Colleges Curriculum Committee. Substantial curriculum changes are also processed by university-wide curriculum committees.

M.Arch.

[X] Demonstrated

Program Faculty set program level student learning goals. There is an "Example of the Yearly Assessment Measures per Accreditation" which outlines review of curriculum and changes made. For the full BArch and M.Arch curriculum, there is a focused review every 5-7 years.

Program Directors are ex-officio members of the Colleges Curriculum Committee. Substantial curriculum changes are also processed by university-wide curriculum committees.

5.4 Human Resources and Human Resource Development

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

- 5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.
- 5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.
- 5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.
- 5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

2021 Team Assessment

B.Arch.

[X] Not Demonstrated

5.4.1 : Tenure-Track/Tenured Faculty, who are responsible for directing each of the academic programs, Studio Faculty, who are designated duration appointments for up to 5 years and Adjunct Faculty, who have renewable short term appointments. The Tenured/Tenured Track and Full-time Faculty balance 60% teaching, 30% research, scholarship, and/or creative activity, and 10% service. This provides opportunity for service in professional organizations and other opportunities for professional development.

5.4.2 : Studio Professor, Tom Brock, is the College of Architecture's Licensing Advisor. Undergraduates are introduced to licensure in ARCH 100: Introduction to Architecture. A student licensing advisor was not identified.

5.4.3 : Most Tenure/Tenure track Faculty teach only 15 credit hours per year which leaves them ample time for professional development. Many faculty were noted for publications, fellowships, national awards and AIA Firm Awards.

5.4.4 : Student resources are found at <https://web.iit.edu/international-center/resources/support-services-campus>

The site lists a wellness center, legal services and SAP (Student Assistance Program) which is available 24 hours.

M.Arch.

[X] Not Demonstrated

5.4.1 : Tenure-Track/Tenured Faculty, who are responsible for directing each of the academic programs, Studio Faculty, who are designated duration appointments for up to 5 years and Adjunct Faculty, who have renewable short term appointments. The Tenured/Tenured Track and Full-time Faculty balance 60% teaching, 30% research, scholarship, and/or creative activity, and 10% service. This provides opportunity for service in professional organizations and other opportunities for professional development.

5.4.2 : Studio Professor, Tom Brock, is the College of Architecture's Licensing Advisor and supports the professional practice sequence of the M.Arch program. M.Arch candidates follow a similar path as undergraduates in ARCH 568. A student licensing advisor was not identified.

5.4.3 : Most Tenure/Tenure track Faculty teach only 15 credit hours per year which leaves them ample time for professional development. Many faculty were noted for publications, fellowships, national awards and AIA Firm Awards.

5.4.4 : Student resources are found at

<https://web.iit.edu/international-center/resources/support-services-campus>

The site lists a wellness center, legal services and SAP (Student Assistance Program) which is available 24 hours.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

- 5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.
- 5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.
- 5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.
- 5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.
- 5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

2021 Analysis/Review

B.Arch.

[X] Not Demonstrated

5.5.1 : The incoming first-year class for AY2020/2021 self identifies as 50% non-white; however, a series of faculty retirements and relocations of full-time faculty has reduced diversity numbers. Physical resources have not met accessibility compliance until recently. Due to the recent improvement, the university has invested significantly to improve accessibility.

5.5.2 : A summary of the faculty demographics shows that women and non-white individuals are not fairly represented. In the last three years, the college lost 8 Tenured/Tenure-Track Faculty to either retirement or relocation. The disparity of demographics between faculty and students remains a concern and is being addressed in the Dean's Action Plan.

5.5.3 : The college has completed articulation agreements with more than 20 regional community college programs and recruits high school students from Chicago's West and South Sides which are the largest minority populations.

5.5.4 : Policies are evidenced in several website links. Policies for Equal Opportunity and Affirmative Actions is found in <https://arch.iit.edu/general-counsel/faculty-handbook>

Policies for grievances for harassment are found in <https://arch.iit.edu/student-affairs/handbook>

Faculty complete annual Title IX training.

Policy for studio culture is found in <https://arch.iit.edu/about/studio-culture>

5.5.5 : Significant progress has been made over the last decade to improve accessibility but still needs improvement.

M.Arch.

[X] Not Demonstrated

5.5.1 : The incoming first-year class for AY2020/2021 self identifies as 50% non-white; however, a series of retirements and relocations of full-time faculty has reduced diversity numbers. Physical resources have not met accessibility compliance until recently. Due to the recent improvement, the university has invested significantly to improve accessibility.

5.5.2 : A summary of the faculty demographics shows that women and non-white individuals are not fairly represented. The disparity of demographics between faculty and students remains a concern and is being addressed in the Dean's Action Plan.

5.5.3 : The college's Recruitment Specialist will begin recruiting from HBCs and HBUs across the south.

5.5.4 : Policies are evidenced in several website links. Policies for Equal Opportunity and Affirmative Actions is found in <https://arch.iit.edu/general-counsel/faculty-handbook>

Policies for grievances for harassment are found in <https://arch.iit.edu/student-affairs/handbook>

Faculty complete annual Title IX training.

Policy for studio culture is found in <https://arch.iit.edu/about/studio-culture>

5.5.5 : Significant progress has been made over the last decade to improve accessibility but still needs improvement.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

- 5.6.1 Space to support and encourage studio-based learning.
- 5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.
- 5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.
- 5.6.4 Resources to support all learning formats and pedagogies in use by the program.

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

2021 Team Assessment

B.Arch.

[X] Demonstrated

5.6.1 : BArch studios (one, two and five) are taught in Crown Hall. Years three and four are taught in Tech North.

5.6.2 : Second level of Crown has smaller classroom space. Shop building hosts 35' ceiling with gantry crane. Lab equipment and space is described in <https://arch.iit.edu/about/labs>

5.6.3 : A variety of private offices and studio desks per individual faculty preference are available. Adjunct faculty are in open office systems and/or use their offices at their practice. GRC (Graham Resource Center) is a hub for research and exhibition for faculty and students.

5.6.4 : Recently classrooms have been equipped with remote teaching equipment and broadcasting. The design of Crown Hall lends itself to maximum flexibility in teaching environments.

M.Arch.

[X] Demonstrated

5.6.1 : M.Arch studios (all years) are taught in Crown Hall.

5.6.2 : Second level of Crown has smaller classroom space. Shop building hosts 35' ceiling with gantry crane. Lab equipment and space is described in <https://arch.iit.edu/about/labs>

5.6.3 : A variety of private offices and studio desks per individual faculty preference are available. Adjunct faculty are in open office systems and/or use their offices at their practice. GRC (Graham Resource Center) is a hub for research and exhibition for faculty and students.

5.6.4 : Recently classrooms have been equipped with remote teaching equipment and broadcasting. The design of Crown Hall lends itself to maximum flexibility in teaching environments.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

2021 Team Assessment

B.Arch.

[X] Demonstrated

[REDACTED] Metrics for the economic health of the college included 1) Nearly 100% of the students receive financial aid [REDACTED]. 2) The university approved 2 new tenure track faculty. and 3) Salaries remain competitive both regionally and nationally. [REDACTED]

M.Arch.

[X] Demonstrated

[REDACTED] Metrics for the economic health of the college included 1) Nearly 100% of the students receive financial aid [REDACTED]. 2) The university approved 2 new tenure track faculty. and 3) Salaries remain competitive both regionally and nationally. [REDACTED]

5.8 Information Resources

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

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

2021 Team Assessment:

B.Arch.

[X] Demonstrated

GRC (Graham Resource Center) is the College of Architecture's dedicated library located on the lower level of Crown Hall. It supports educational and research activities for faculty, students and staff. Kim Soss is the full-time professionally trained librarian.

M.Arch.

[X] Demonstrated

GRC (Graham Resource Center) is the College of Architecture's dedicated library located on the lower level of Crown Hall. It supports educational and research activities for faculty, students and staff. Kim Soss is the full-time professionally trained librarian.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 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, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

B.Arch.

[X] Met

M.Arch.

[X] Met

2021 Team Assessment:

The Statement on NAAB-Accredited Degrees with the exact language found in the *NAAB Conditions for Accreditation, 2020 Edition*, Appendix 2 is found at the program's website:
<https://arch.iit.edu/study/accreditation>.

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) *Conditions for Accreditation, 2020 Edition*
- b) *Conditions for Accreditation* in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) *Procedures for Accreditation, 2020 Edition*
- d) *Procedures for Accreditation* in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

B.Arch.

[X] Met

M.Arch.

[X] Met

2021 Team Assessment:

Access to NAAB Conditions and Procedures outlined in 6.2.a-6.2.d are found at the program's website: <https://arch.iit.edu/study/accreditation>.

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

B.Arch.

[X] Met

M.Arch.

[X] Met

2021 Team Assessment:

Career Development Information is available to students and graduates through student support services which connect students with advisors, and faculty to aid them in support they seek. Due to the university's situation in the City of Chicago, a plethora of staff works in the field and connects students with Career Development opportunities. The college works with the Career Services Office to organize a career fair, bringing in potential opportunities for students. Access to an online Student Opportunity Announcement Board is available to students year-round.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit

- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

B.Arch.

[X] Met

M.Arch.

[X] Met

2021 Team Assessment:

Public Access to Accreditation Reports and Related documents, sections 6.4.a-6.4.h, are available on the program's website: <https://arch.iit.edu/study/accreditation>

Statements and policies of Learning and Teaching Culture are found at <https://arch.iit.edu/about/studio-culture>. The program plans to implement and maintain Learning and Teaching Culture through an annual review with faculty and students to determine the Learning and Teaching Culture's efficacy, applicability, and relevance.

Statements on Diversity, Equity, and Inclusion are available online at <http://arch.iit.edu/life/a-letter-from-the-dean>. The statement outlines the program's stance on recent events and shares evidence of Diversity, Equity, and Inclusion within the institution. The Statement calls out a 12-point plan, which will steer Diversity, Equity, and Inclusion into the direction that the college hopes to achieve for the benefit of its faculty, students, and learning environment.

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

B.Arch.

[X] Met

M.Arch.

[X] Met

2021 Team Assessment:

6.5.a For students seeking to apply at the College of Architecture at IIT, application forms, instructions, and admission requirements are found on the program's website, <https://www.iit.edu/admissions-aid/apply>.

6.5.b Information on admissions requirements, admissions-decisions procedures, portfolios and decisions regarding remediation and advanced standing are found at <http://arch.iit.edu/study/B.Arch.apply>. Portfolios are required for transfer students and <https://www.iit.edu/admissions-aid/undergraduate-admission/transfer-students/transfer-application-process/architecture-portfolio-guideline> outlines the process of portfolio evaluation.

6.5.c Evaluating content of a non-accredited degree is left up to the program's advisors who determine the student's educational background in comparison to the degree in which they are applying for. Students are admitted based on academic performance.

6.5.d Financial Aid and Scholarships are available to students to apply to and can be found at the following websites: <https://www.iit.edu/admissions-aid/tuition-and-aid/applying-financial-aid> and <https://www.iit.edu/admissions-aid/tuition-and-aid/scholarships>.

6.5.e The program understands the need for diversity, and seeks to increase diversity through admissions procedures. The Dean's 12-point plan, outlined at <http://arch.iit.edu/life/a-letter-from-the-dean> describes some criteria that will influence admission procedures.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

6.6.2 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.

B.Arch.

[X] Met

M.Arch.

[X] Met

2021 Team Assessment:

6.6.1 Students have access to current resources and advice for decision-making about financial aid through access to frequent communication emails from the Director of Academic Affairs. Administrative staff is available to students and can connect students with a Financial Aid advisor.

6.6.2 To provide access to an initial estimate of tuition, fees, books, supplies and materials is available through a document that is included with admission material and available on the college's website.

IV. Appendices:

Appendix 1. Conditions Met with Distinction

PC.2 – Design, (B.Arch and M.Arch)

Both programs have well considered and structured sequences of studios, with excellent student outcomes. The heritage of making is apparent, along with strong representational skills, a powerful integration of disciplinary knowledge with structures and environmental systems, materials and methods, into the design studio sequence.

SC.4- Technical Knowledge, (B.Arch and M.Arch)

The programs' return a few years ago to focusing on the "art of building" is accomplished and noted in the student work. Student understanding of the established and emerging systems, technologies, and assemblies of building construction, integrated into design, is excellent.

Appendix 2. The Visiting Team

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VI. Report Signatures

Respectfully Submitted,



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Team Chair



Bruce Lindsey, RA
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Kristine Harding, NCARB, AIA
Team Member



Stephanie Aranda
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