

**University of Florida
School of Architecture**

Visiting Team Report

M. Arch.

Track I (preprofessional degree + 52 graduate credit hours)

Track II (undergraduate degree + 30 graduate credit hours)

Track III (non-preprofessional degree + 54 undergraduate credits + 52 graduate credit hours)

The National Architectural Accrediting Board
20 February 2013

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments & Visit Summary

The team found the Master of Architecture program at the University of Florida to be a vibrant learning environment with energetic students and a dedicated faculty and staff. Alumni are engaged in the program through sponsorships and participation in studio critiques. Their pride in the school is evidenced by their willingness to hire interns and graduates. Engagement by local architects has been instrumental in the establishment of the Citylab–Orlando.

The program's strengths include the following:

The Faculty:

- Dedicated to teaching and to students
- Accomplished faculty that exhibit diverse abilities in their work and professional practice

The Students:

- Advanced ability in the digital presentation of architecture
- Diverse and energetic student body

The School:

- Devotion to a rich design curriculum, including sophisticated design and technology investigations
- Provides outstanding regional and international off-campus learning opportunities for the entire student body
- Recognizes the unique contribution of contemporary architecture to Florida culture

The College:

- Strong support from the dean
- Support from, and willingness to collaborate with, the other schools in the college

The School of Architecture has been affected by the economy in Florida during the past five years. In spite of significant budget cuts and a reduction in the number of students, the school has been able to deliver a high-caliber program. Entrepreneurial actions, such as the establishment of the Citylab–Orlando, have strengthened the connection with local professionals and provided needed revenue to the program. However, an unresolved budget deficit provides a cause of concern for the program.

The curriculum focuses on contemporary urban issues and sustainability and explores design solutions within a larger planning context. Students engage with clients and the public through real-world design problems, set throughout Florida. They develop sophisticated analyses of urban conditions, develop frameworks for meaningful planning solutions, and then create sophisticated building solutions within that framework. Students work collaboratively with allied students to broaden and enrich their learning opportunities.

Students' technical proficiencies are enhanced through a rich curriculum of materials, structures, and environmental coursework, taught by an accomplished faculty.

A rich program of foreign study provides wonderful opportunities for students in Italy, Mexico, South America, and China. Supplemental means of support exist to help students participate in these programs.

Facilities have been significantly improved since the last accreditation visit. However, some issues with building systems remain to be resolved. Significant investment has been made in additional plotters located in studio spaces and additional workshop equipment.

Physical facilities challenges still remaining include an oversubscribed computer lab, studio spaces with inadequate temperature control and air handling in the off hours.

This program of collaboration, design and technical excellence, and community involvement has managed to provide a first-rate architecture education to U of F students despite funding cuts and a difficult economy.

2. Conditions Not Met

I.2.4 Financial Resources

3. Causes of Concern

A. Long-Range Planning

The university's lack of an updated strategic plan and inability to financially plan presents difficulties for the school's subsequent ability to create its own short- and long-term planning.

B. Financial Resources

Despite the school's entrepreneurial initiatives, the presented budget summary shows an operating deficit for the current academic year. In the absence of plans that address this shortfall, as well as the budget scenarios for the short- and long-term, there is concern regarding the financial stability of the school.

C. Governance: Student Participation

The student body in the school is vibrant, committed, and interested in the quality and well-being of their school. Although there are several organizations in place and in formation in the school (e.g., the Studio Culture Committee, Architrave, Alpha Rho Chi, AIAS), there is an absence of student participation in the larger administration of the school. The Studio Culture Committee, for example, has capacity for greater involvement in the life of the school. The school is encouraged to explore opportunities for inclusion of students within its framework of administration.

4. Progress Since the Previous Site Visit (2007)

2004 Condition 8, Physical Resources:

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

Previous Team Report (2007):

The 2001 Visiting Team Report reads as follows and is included in this report because all of the comments remain valid today:

-The 1996 NAAB Visiting Team noted 'The space for the program continues to be inadequate.' In the five years since that visit the changes made have been primarily accommodated increased computer usage. While this is important, nothing has happened to provide for less-crowded studios and classrooms. The Architecture

Building looks and acts its age as a structure designed and built in 1979 to house a different and much smaller program. The result is serious overcrowding in the studios and lack of important spaces. There is no space for juried student presentations or for the necessary critiques of student work; many of these are conducted outside in the courtyard with the drawings pinned onto the external walls of the building. At other times space normally used for other activities is pressed into use, resulting in less-than-satisfactory results for both architecture and the other activities.

-Equipment is of variable quality. The studios are furnished with student desks that are old and broken (drawing surfaces on some desks have large gaps where the surface has been cut away). The [facilities have an] insufficient number of output devices (particularly plotters) needed by architecture students; ... what is now needed are expensive (and thus shared) peripherals and access to software, rather than a phalanx of terminals.

-Other supporting space is marginal. The wood shop is much too small for the number of students and the resulting demand for shop time in a program that relies heavily on model building to teach three-dimensional understanding.

-The jammed studios do allow the School to provide dedicated desks for students in the second year, when students share desks with two other students in studio spaces that accommodate three studios. First-year students rotate twelve (12) sections through a single room.

-It is disappointing that there has been no comprehensive planning for meeting the space and equipment requirements of the School. While the University undoubtedly has many demands for improved and additional space, a continued lack of planning almost guarantees that the architecture program will never have improvements in space. The team urges the School to collaborate with its College and University in identifying its needs for improved space and equipment and to develop plans for meeting these needs. Further inaction will make a barely tolerable situation worse.

An initial School of Architecture space needs assessment identified a requirement for 168,000 square feet of space, in lieu of the 47,000 square feet presently available for use. The 2003 completion of new space for the building construction programs of the college, along with minor interventions in the existing building have provided limited stop-gap measures; however, the fact remains that the program has insufficient space—hot desks in first-year studio, inadequate shop facilities, insufficient office space to accommodate open staff positions, as well as a facility that encourages poor student work habits. (*Having to work at all hours of the night, if one wants to work in studio or lack of learning from colleagues if one works at home.*) Safety concerns result from students having to traverse across campus at all hours; as well as an absence of windows in most studio doors to view out before leaving the studio late at night. (See 2007 visiting team causes of concern.)

2009 Focus Evaluation Team Review:

The School of Architecture has 58,000 sf of dedicated space including recently added space in the Fine Arts Building C (FAC), studio space in Vicenza, Italy, the Florida Community Design Center and Urban Studio in Gainesville, and the Citylab–Orlando. The space available for use has been increased by 11,000 sf since 2004.

The program provides dedicated studio space to all students beyond the first year. The first year studio is open to all students within the university, and typically enrolls 250 to 300 students in the first year of the program. These students are taking general design studios that do not focus solely on architecture, but include landscape architecture, planning and other design studies. Shared studio space is made available to first year students to work in the building outside of their scheduled studio time. Approximately 150 students move to the second year of the program.

Following the second year, students are admitted to the degree program following a competitive pin-up process. The School is investigating options to maintain the large first year cohort, while limiting entry to the second year to those students with the best chances of achieving entry into the third year.

Off-campus studios have been added in Orlando and Gainesville allowing a shift in space utilization away from the campus and providing a positive connection with two Florida communities.

The School has recently added a 3D output studio, which came on-line for the Fall 2009 Semester. Equipment includes two laser cutters, rapid prototyping machines and a CNC machine. Wood shop equipment has been added, including a table saw and three band saws. The new CNC machine will remove some demand from the wood shop. The University now allows a material equipment fee, which has provided funding for the School to afford new equipment.

A new critique space has been developed within the building, and the school takes advantage of climate to use several outdoor pinup areas.

Improvements have been made to toilet room facilities and entrances to enhance the accessibility of the building.

A number of studies have been completed or are in process on the condition of existing facilities and the potential for expansion to meet current and future needs. Two potentially serious issues have surfaced with the existing facilities in the past two years; brick cracking is evident, and a spalling issue has been identified at the beam/slab structural connections. The brick cracking issue has been studied, and the concrete spalling condition is to be studied by a consultant this Fall. The School continues to “press for facility renovation to capture quality space, while also pressing the advantages of a new building for the School”. They have been successful in securing a position on the University of Florida Ten-Year Capital Improvement Plan (10 year PECO List) with \$60 million in targeted funds over three years beginning in 2016.

It is critical that the School continue to push for building improvements and new facilities to provide the appropriate learning environments for the program.

2013 Visiting Team Assessment: While significant improvements have been made to the school's physical resources, and the condition, Physical Resources, is found to have been met (see: 1.2.3 Physical Resources, pgs. 11–12), some concern remains regarding the air quality in studios in the off-hours. The school is encouraged to work with the university to ensure provision of adequate air circulation in the school during off-hours. In addition, oversubscribed computer resources can be improved through an exploration of alternative means of providing necessary software to students and other measures to reduce peak demands on the computer labs and equipment.

2004 Condition 10, Financial Resources: *An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.*

Previous Team Report (2007): The architecture program, begun in 1925, is the oldest and the largest architectural program in the state, as well as the largest of five programs in the College of Design, Construction and Planning. The college's programs are closely related and include architecture, interior design, landscape architecture, building construction, and urban and regional planning.

Based upon the required data provided to the 2007 visiting team, the School of Architecture is not comparable to other professional programs within the University of Florida. The School of Architecture's expenditure per student is \$4,990. In comparison, the next lowest amount comes from the School of Pharmacy (\$6,490), and the highest amount from the School of Law (\$12,755).

2013 Visiting Team Assessment: This condition remains unmet and is a cause for concern. Details regarding these concerns are located in this VTR in sections I.3.B (page 2) and I.2.4 Financial Resources (page 12).

II. Compliance with the Conditions for Accreditation

(Note, every assessment should be accompanied by a brief narrative. In the case of SPCs being Met, the team is encouraged to identify the course or courses where evidence of student accomplishment was found. Likewise, if the assessment of the condition or SPC is negative, please include a narrative that indicates the reasoning behind the team's assessment.)

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

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

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

2013 Team Assessment: As evidenced in the APR on pages 3–5, the college has described the history and mission. The school's mission can also be found on the G|SoA web site.

The team recognizes a lack of awareness of the mission and vision of the School of Architecture at the institutional level due in part to the lack of a university-level strategic plan.

1.1.2 Learning Culture and Social Equity:

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

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

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

2013 Team Assessment: The narrative describing Learning Culture and Social Equity is found on pages 5 and 6 of the APR.

The Studio Culture Committee is a student-initiated organization, which has undertaken activities to improve the physical studio environment. Expectations of student behaviors are provided in the syllabus

for studios. A Studio Culture policy statement exists, which was jointly developed by the Studio Culture Committee and faculty representatives. Broader distribution of the written policy could be provided.

Students and faculty demonstrated mutual respect, and students are engaged with faculty. The student body and faculty are diverse. Student admission to the graduate program is governed by the University of Florida rules and regulations regarding equal opportunity and FERPA regulations. Design studies of conditions in Florida and around the world provide a culturally rich environment for teaching and learning.

1.1.3 Response to the Five Perspectives: *Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2013 Team Assessment: The SoA is actively engaged with the other programs in the college and is seeking increased opportunities. The school is also involved with Florida communities through Citylab–Orlando design projects that involve both students and faculty.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2013 Team Assessment: Evidenced by conversations in the student meeting and reception, students feel prepared to move into the profession. Provided with opportunities to study abroad as well as participate in culturally diverse studio projects, the students are made aware of the profession at a global scale.

Feedback from alumni highlighted strengths in graduates for their rigor and well-rounded design abilities.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

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

2013 Team Assessment: Student meetings provided evidence they are knowledgeable about IDP, including early enrollment, examination, and licensing regulations. Many examples of student work demonstrated knowledge of planning ordinances and building codes including design and construction in coastal environments.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2013 Team Assessment: The school actively engages statewide professionals in juries and critiques of studio work. Students in the graduate M. Arch program regularly do projects with “real” scenarios with client programming meetings and concluding presentations to the public entities. The Citylab–Orlando studio is integrally tied to the local profession with support by the local AIA chapter. The profession’s support of the 2010 International Solar Decathlon is also noted.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect’s obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2013 Team Assessment: The students are encouraged to be active in the local, state, and international communities. The school has launched a certificate program in sustainable design and has a clear interest in the students learning the regional history of Florida. The Sao Paulo Studio is evidence of student participation in socially determined needs of a disadvantaged population. The Citylab–Orlando studio clearly engages the local neighborhoods in redevelopment exercises and in assisting to develop programs of needs as evidenced through a local school design.

1.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision-making.*

[X] The program’s processes meet the standards as set by the NAAB.

2013 Team Assessment: The SoA administration annually solicits suggestions and criticisms from the faculty to formulate long-term implementation strategies, strategic adjustments or other scenarios to advance the program. The administration has implemented a three-year teaching schedule that targets long-term changes, leaves, retirements and anticipated faculty hires. Relative to space planning, a DCP Building Committee reviews proposals and makes recommendations to the dean for implementation. The

SoA submits an annual report to the dean and that is followed up by an annual college-wide retreat where all administrators and the dean gather to review long-range plans.

Over the past five years the university has imposed budget contractions that are immediate and impossible to plan for in advance. Efforts to raise development funds are being made and contribute approximately \$1 million a year to help offset cuts, including the Pride in Place fundraising campaign. The school's budget and its effect on long-range planning is a cause for concern.

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

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

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

[X] The program's processes meet the standards as set by the NAAB.

2013 Team Assessment: The SoA has in place a process for conducting annual self-assessment through a number of avenues. Primarily, these include: twice-annual curricular review, including exhibition of student work; assessment of faculty via course evaluations; assessments by graduates; and self-assessment of the program's strengths and weaknesses. Due to the current institutional budget framework, however, and absence of institutional short- and long-range planning, planning at the school level is challenging.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2013 Team Assessment: Current faculty resources are adequate to meet teaching demands. Since the last accreditation visit, there has been a loss of six faculty positions. Over time, graduate teaching assistants have been increasingly used to offset lost faculty positions, which is not sustainable.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

2013 Team Assessment: The SoA and the university have established admission policies and procedures, including special programs for first-generation students. Students are provided adequate support and learning opportunities through several study abroad options, lecture series, and visiting critics.

I.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

2013 Team Assessment: The SoA organizational chart demonstrates an appropriate structure for the administration of the school. In addition, the director of the SoA works within the framework of the college administration, as demonstrated by the college organizational chart. The College of Design, Planning and Construction (DPC) has four constituent units: the School of Architecture, Building Construction, Landscape Architecture and Planning, and Interior Design. Each has a director/department head who reports to the dean. The college has two programs: one in Historic Preservation and one in Sustainability and the Built Environment. Each has a program director. The dean reports directly to the university provost, who reports to the president and consequently to the Florida Board of Regents.

The SoA has one 12-month appointed director and three nine-month appointed assistant directors; one for the graduate programs, one for the undergraduate programs, and one for Citylab–Orlando. An international program coordinator oversees recruiting and overall management of the Vicenza Institute of Architecture. That program has a full-time director who lives in Vicenza. There is also one faculty member charged as the Intern Development Program (IDP) education coordinator who conducts training sessions and workshops and counsels students. Although budget allocations to the SoA are limited, the director does have discretionary control of the budget. The director has the ability to work with and develop related and entrepreneurial initiatives, as demonstrated by the Citylab–Orlando.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2013 Team Assessment: The administration of the SoA is performed partially through the work of numerous committees, all of which are staffed by SoA faculty members. Absent from the governance of the SoA, however, is student involvement. Student representatives do take part on faculty search committees, but are absent elsewhere and across the administration of the school.

The SoA has demonstrated that the faculty has a say in governance at the school, and college level as reflected in 12 constituent committees. Each committee is made up of tenured or tenure-track faculty. The committees appear to be appropriately staffed by faculty across the different areas in the school. The SoA has faculty members on six DCP committees, nine ad-hoc committees, and three university committees.

1.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2013 Team Assessment: The narrative describing Physical Resources is provided on pages 23–24 of the APR. The team found that physical resources are adequate to support the program. The computer

labs are well equipped but oversubscribed, particularly at times of peak deadlines. The SoA is encouraged by the team to explore alternate options to provide software to students outside of the labs.

The students noted that their studio spaces often have inadequate temperature delivery. In addition, the air handling systems which are controlled by the university are shut off in the evening, compromising the air quality provided to the students in the studios. Recognizing that the studios are in use 24 hours a day, the SoA is encouraged to work with the university to provide appropriate environmental conditions.

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are inadequate for the program

2013 Team Assessment: In 2010 the University of Florida instituted the Responsibility Center Management (RCM) budget model. In this model, the colleges should get all of the funds they generate directly and then pay back a service fee of about 12%. Financial resources appropriated to the SoA by the State of Florida have been reduced 20% since 2007, and this reduction has been challenging for the school. The SoA initiated the Citylab–Orlando to supplement revenue. The SoA benefits from established endowments in support of student scholarships and faculty salaries. The budget summary provided to the team indicates a significant deficit in the current operating budget, without a current means to address the situation.

In addition to the tuition that is paid to the state and then reallocated to the SoA, the school charges materials and equipment fees to the current maximum allowed by the university.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information Resources are adequate for the program

2013 Team Assessment: SoA is well equipped with digital and hard copy information resources. There are four computer labs available to students, all equipped with software in support of course work, as well as scanners and plotters. One of these computer labs is available to students 24/7. In addition, each studio space is equipped with a dedicated plotter available to students 24/7.

The architecture holdings in the library are numerous and varied. The collection includes an appropriate number and scope of titles, as well as periodicals and journals. The library is adequately staffed with knowledgeable full- and part-time librarians. Also available to students and faculty is the Architectural Archive of historical architectural drawings, which is a rare and valuable collection.

PART I: SECTION 3—REPORTS

I.3.1 Statistical Reports³. *Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.*

- *Program student characteristics.*
 - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the student population for the institution overall.*
 - *Qualifications of students admitted in the fiscal year prior to the visit.*
 - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
 - *Time to graduation.*
 - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
 - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
 - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
 - *Demographics compared to those recorded at the time of the previous visit.*
 - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
 - *Number of faculty promoted each year since last visit.*
 - *Compare to number of faculty promoted each year across the institution during the same period.*
 - *Number of faculty receiving tenure each year since last visit.*
 - *Compare to number of faculty receiving tenure at the institution during the same period.*
 - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

[X] Statistical reports were provided and provide the appropriate information

2013 Team Assessment: Evidence is located in the APR (pgs. 22–24).

I.3.2. Annual Reports: *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused

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

Evaluation Program Report *and* Focused Evaluation Team Report, *including appendices and addenda should also be included.*

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2013 Team Assessment: Evidence was provided in the team room (Binder, “NAAB Annual Reports – 2008–2012).

1.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2013 Team Assessment: Criteria were met with information provided in the APR (1.3.3, Faculty Credentials, pgs. 30–35; Part Four: Section 3, Faculty Resumes, pgs. 102–138). Additional evidence was provided in the faculty exhibit.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team’s ability to view and evaluate student work.

PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2013 Team Assessment: The following policy documents were available to the team:

- Studio Culture Policy (in the APR – Section 1.1.2, page 16)
- Admissions requirements (in the APR, summarized on pgs. 43–44, and binder in team room)
- Self-Assessment policies and objectives
- Personnel policies
- Student-to-faculty ratios for all components of the curriculum
- Square feet per student for space designated for studio-based learning
- Square feet per faculty member for space designated for support of all faculty activities and responsibilities
- Advising policies
- Policies (statement) on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students
- Policies on library and information resources collection development
- A description of the information literacy program and how it is integrated with the curriculum

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 —STUDENT PERFORMANCE — EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA

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

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

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

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

2013 Team Assessment: Evidence was found in ARC 6242 Research Methods of the ability to read and write effectively. Students demonstrated through their interaction with the team the ability to speak and listen effectively.

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

[X] Met

2013 Team Assessment: The ability to raise and address questions and consider alternative design approaches is evident in demonstrated projects in ARC 6355 Advanced Studio 2.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2013 Team Assessment: As evidenced in the studio and required elective work displayed in the team room, graduate students exhibit advanced visual communication skills. Specifically, in the CORE program, the student work of ARC 2180 Intro to Digital Architecture, ARC 3181 Advanced Digital, and ARC 4310 BIM/Digital display high levels of ability to work by hand and digitally to communicate both process and product of design. For the two-year M.Arch students, the studio work of ARC 6241, ARC 6355, ARC 6356, and ARC 6979 exemplifies a clear understanding of the process of effective visual communication.

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

[X] Met

2013 Team Assessment: Evidence is found in ARC 3463 (Materials & Methods 2), ARC 6241 (Advanced Studio), and ARC 4310 (BIM/Digital).

- A.5. **Investigative Skills: *Ability* to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.**

[X] Met

2013 Team Assessment: The primary source of evidence is found in ARC 6979 (Master's Research Project).

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

[X] Met

2013 Team Assessment: Evidence was found in ARC 4073 Grad Studio Core 3 of the four-year track and ARC 6241 Advanced Studio 1 of the two-year track.

- A. 7. **Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.**

[X] Met

2013 Team Assessment: Students identified precedents and applied appropriate concepts in their design solutions in ARC 6973 Master's Research Project.

- A. 8. **Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

2013 Team Assessment: There is ample evidence of natural ordering systems in ARC 6241 and formal ordering systems in Core 1 and 2 studio work. The range spread is across all years of the program.

- A. 9. **Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Met

2013 Team Assessment: Evidence is found in ARC 1701 (Architectural History 1), ARC 6212 (Topics in Phenomena & Architecture), ARC 6357 (Advanced Topics in Architectural Design: The Landscape Approach in Architecture), ARC 6357 (Advanced Topics in Architectural Design: Cuba Modernism), ARC 6399 (Advanced Topics in Urban Design (Modern South Asian Architecture and Urbanism), ARC 6793 (Advanced Topics in Regional Architecture: Florida House), ARC 6793 (Advanced Topics in Regional Architecture: African Architecture), ARC 6793 (Advanced Topics in Regional Architecture: Florida Modernism), and ARC 6883 (Vernacular Architecture and Sustainability).

A. 10. Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

[X] Met

2013 Team Assessment: Evidence is found in ARC1701 (Architectural History I), and across the History/Theory Seminar courses (ARC 6212, 6226, 6357, 6399, 6793, and 6883).

A.11. Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.

[X] Met

2013 Team Assessment: Applied research is well shown in the acoustics course of 6643 Environmental Technology 3. This is shown in student analysis work and evidenced in exams. The design studio work in ARC 6973 MRP Thesis shows clear evidence of analysis of natural and environmental site environments and in structural and environmental systems as expressed in their design work.

Realm A. General Team Commentary: The team found clear evidence of comprehension of fundamental design, critical thinking, use of precedents, visual communication skills, and research methods. These skills are evident throughout the program and culminate in the final year with the identification of the thesis project, research and development of the problem statement, and the subsequent design exploration of the thesis. The opportunities to be exposed to global culture through myriad travel abroad options, as well as a strong history and theory program, show the program's commitment to cultural diversity and historic traditions.

Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

- B. 1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.***

[X] Met

2013 Team Assessment: The team found evidence of site analysis and code reviews, and the development of a space program in ARC 6241 Advanced Studio 1.

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

[X] Met

2013 Team Assessment: Evidence is found in ARC 6241 (Advanced Studio 1), ARC 6355 (Advanced Studio 2), and ARC 6973 (MRP Thesis), as well as throughout other studio work.

- B. 3. Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.***

[X] Met

2013 Team Assessment: Evidence of an understanding of sustainability is clear in the course work of the Advanced Studios 1-3. For the two year M.Arch students, the criteria is evidenced as part of the admissions review upon entry to the program.

- B. 4. Site Design: *Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.***

[X] Met

2013 Team Assessment: Evidence at the ability level was found in ARC 4073 Grad Studio Core 3 for the four-year track. Site Design is evaluated in student work submitted with admission applications to the Master of Architecture two-year track.

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

[X] Met

2013 Team Assessment: Evidence is found in ARC 3463 (Materials and Methods of Construction 2) and ARC 6685 (Environmental Technology 3; Life Safety Systems).

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

A.2. Design Thinking Skills

B.2. Accessibility

A.4. Technical Documentation

B.3. Sustainability

A.5. Investigative Skills

B.4. Site Design

A.8. Ordering Systems

B.7. Environmental Systems

**A.9. Historical Traditions and
Global Culture**

B.9. Structural Systems

B.5. Life Safety

[X] Met

2013 Team Assessment: The team found evidence that all the criteria required is in the ARC 6241 Advanced Studio 1.

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

[X] Met

2013 Team Assessment: Evidence is found in ARC 3610 Environmental Technologies 1 for the Core Program and ARC 6281 (Professional Practice).

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

[X] Met

2013 Team Assessment: Student work in ARC 6621 Environmental Technology II shows clear understanding of daylighting, artificial illumination, and acoustics. The measuring techniques are well expressed. ARC 3610 shows understanding of principles of passive heating and cooling and solar orientation embodied energy and indoor air.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

[X] Met

2013 Team Assessment: Evidence is found in ARC 3503 (Introduction to Architectural Structures) and ARC 6505 Advanced Structures.

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

[X] Met

2013 Team Assessment: Evidence at the level of understanding was provided in ARC 3463 for the CORE program. This SPC was indicated to have been met in prior course work for the two-year track and is evaluated in admission applications, although student work in Advanced Studio courses indicated understanding of the application of building envelope systems.

- B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

[X] Met

2013 Team Assessment: Evidence is found in student work of ARC 3610 Environmental Technology 1 and ARC 4620 Environmental Technology 2 in the CORE program. Upon admissions, the two-year M.Arch students are expected to show evidence of capable knowledge, which is evaluated by the admissions review committee.

- B. 12. Building Materials and Assemblies Integration: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

[X] Met

2013 Team Assessment: Evidence at the level of understanding was found in exams and student papers in ARC 2461 Material and Methods 1, for the four-year track. For the two-year track, incoming student transcripts and work is evaluated to determine that the SPC is met prior to admission to the program.

<p>Realm B. General Team Commentary: The team found that all SPC in realm B were met. The team was impressed with the level of design skill and demonstration of the appropriate levels of ability and understanding throughout the design projects displayed in the team room.</p>
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Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

C. 1. Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

[X] Met

2013 Team Assessment: Evidence of collaborative work is found in ARC 3463 (Materials & Methods 2). Evidence of multidisciplinary collaborative work is found in ARC 6356 (Advanced Studio 1).

C. 2. Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

[X] Met

2013 Team Assessment: Evidence was found in ARC 4073 (Grad Studio Core 3) and ARC 6356 (Advanced Studio 3).

C. 3 Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.*

[X] Met

2013 Team Assessment: The team found evidence of understanding of the Client Role in Architecture in ARC 6241 Advanced Studio 1.

C. 4. Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods*

[X] Met

2013 Team Assessment: Evidence of student understanding of Project Management was found in ARC 6281 Professional Practice.

C. 5. Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.*

[X] Met

2013 Team Assessment: Evidence of student understanding of Practice Management was found in ARC 6281 Professional Practice.

- C. 6. Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

[X] Met

2013 Team Assessment: In course work of Arc 3463 Materials and Methods 2, evidence was found to support collaborative projects with other students, which highlighted integrations and coordination of systems, site assessment, and awareness of zoning codes. Understanding of techniques has been shown in student design work in ARC 6355 Advanced Studio 3.

- C. 7. Legal Responsibilities: *Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

[X] Met

2013 Team Assessment: Evidence is found in ARC 6281 (Professional Practice).

- C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

[X] Met

2013 Team Assessment: Evidence is found in ARC 6281 (Professional Practice). Additional evidence of the practice of ethical decision making within the framework of design is found in ARC 6356, Advanced Studio 3).

- C. 9. Community and Social Responsibility: *Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

[X] Met

2013 Team Assessment: Evidenced in ARC 6356 Advanced Studio 2 and ARC 6979 Master’s Research Project through programs abroad and in Gainesville; the work shows a diligent effort to respond to context, historic resources, and quality of life of neighbors.

<p>Realm C. General Team Commentary: Students in the M. Arch program demonstrate an ability to work together on significant planning projects, engaging real-life clients in projects that involve Florida communities. Through the Professional Practice course, they interact with practicing architects on a weekly basis to gain understanding of the breadth and responsibilities of architecture practice.</p>

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2013 Team Assessment: The University of Florida is accredited by the Southern Association of Colleges and Schools. The accreditation was reaffirmed in 2003, and the next review is scheduled for 2014.

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

[X] Met

2013 Team Assessment: The professional degree offered is titled Master of Architecture, in accordance with NAAB Conditions, and includes professional and general studies, as well as electives. Track 1 is a two-year program of 52 credit hours, 12 of which are electives. Track 2, or the Master of Architecture Core Program, awards the Master of Architecture following four years of study, and is intended for students admitted with an undergraduate degree not in architectural studies. The curriculum requires a minimum of 106 credit hours.

Undergraduate and other graduate degrees are titled to avoid confusion with the professional program in accordance with NAAB requirements.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2013 Team Assessment: The APR outlines how the curriculum is reviewed and developed. An SoA Curriculum Committee reviews new and changing courses. Fifteen faculty members are licensed architects and four serve on the curriculum committee.

PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2013 Team Assessment: Evidence is on pages 43–45 in the APR 2012|2013. In the admissions review process students entering the program undergo a rigorous academic review that covers the following SPC: A.8, A.9 B.4, B.8, B.9, B.10, B.11, and B.12. If work is not displayed in admissions materials, the committee requests supplemental information from the previous institutions to verify competence in all areas.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2013 Team Assessment: The necessary statements are on the SoA web site.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2013 Team Assessment: The necessary statements are on the SoA web site.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2013 Team Assessment: The links are on the SoA web site.

II.4.4 Public Access to APRs and VTRs

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

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2013 Team Assessment: These documents are on the SoA web site.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Met

2013 Team Assessment: A link to the pass rate is on the SoA web site.

III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference University of Florida, *APR*, pp. 3–4

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

Reference University of Florida, *APR*, p. 5

C. Long-Range Planning (I.1.4)

Reference University of Florida, *APR*, pp. 7–8

D. Self-Assessment (I.1.5)

Reference University of Florida, *APR*, pp. 8–14

2. Conditions Met with Distinction
(list number and title; include comments where appropriate)

A.3 Visual Communication Skills

A.5 Investigative Skills

A.11 Applied Research

B.8 Environmental Systems

B.9 Structural Systems

3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,



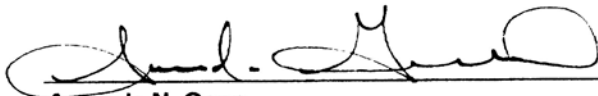
Loraine Fowlow, MRAIC
Team Chair

Representing the ACSA



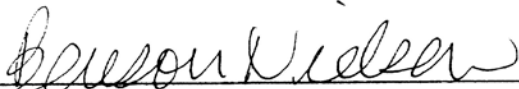
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