SCAD

Dr. Gokhan Ozaysin
Chief Academic Officer
Savannah College of Art and Design
December 6, 2022

Tanya A. Tamarkin
Executive Director
National Architectural Accrediting Board
107 S West St., Suite 707
Alexandria, VA 22314

To Executive Director Tanya A. Tamarkin:

Per NAAB Procedure 10 as published in the NAAB Procedures for Accreditation, 2020 Edition, "programs may request timely reconsideration of board action regarding terms of accreditation or of board decisions to deny or revoke accreditation." In accordance with this procedure, the SCAD architecture program formally requests reconsideration of the Eight-Year Term with a Plan to Correct granted by the NAAB directors as the board's decision is contradicted by factual evidence cited in the record. Additionally, as noted below, the NAAB did not comply with the 2020 Procedures and Conditions for Accreditation with regard to its assessment of PC.4 History and Theory, which significantly affected the board's accreditation decision.

The university firmly believes that the SCAD architecture program is compliant with the following standards, provided ample evidence to the NAAB to demonstrate this compliance, and appeals the need to provide a Plan to Correct:

- PC.4 History and Theory
- 4.3 Evaluation of Preparatory Education
- SC.6 Building Integration

PC.4 History and Theory and 4.3 Evaluation of Preparatory Education
According to the SCAD M.Arch. Decision Letter:

> The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of student understanding at the prescribed level in various required courses. However, the assessment evidence provided is related to a Student Learning Outcome that does not reflect learning associated with History and Theory. There are no required courses in history/theory, so the assumption is that students meet this in preparatory education and/or through any array of other courses. There was not sufficient evidence in the preparatory education check sheet or in the learning outcome assessment to meet the condition. The program needs to provide evidence of its assessment of this condition including the development of learning outcomes associated with History and Theory, as well as an assessment process that provides data that speaks directly to student learning in this area.

The 2020 NAAB Conditions for Accreditation do not state that graduate programs must offer a required course in History and Theory to demonstrate compliance with PC.4 History and Theory. The Conditions state only that the program "ensure[s] that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally."

PC.4 falls under program criteria, not student criteria, and according to the 2020 Conditions (p.2):

> Program Criteria should be evaluated holistically relative to curricular and extracurricular offerings and the students' experience of them. The program must provide a narrative description of how the program achieves each criterion. The program must also provide evidence that each criterion is assessed by the program on a recurring basis, and must summarize the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

As stated in the SCAD APR (p.25), SCAD students achieve a broad and deep understanding of the histories and theories of architecture and urbanism embedded throughout the program through lectures, seminars, studio courses, extracurricular activities, and information resources.

Additionally, the SCAD Visiting Team Report determined that the program demonstrated compliance with this standard as there was evidence of student understanding at the required level in the following courses:

- ARCH 745 Graduate Seminar in Architecture;
- ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus;
- ARCH 775 Global Architectural Practice;
- ARCH 798 Graduate Architecture Studio: Thesis I - Developing Concept, Context, and Program; and
- ARCH 799 Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition.

The Visiting Team determined that (emphasis added):

> Though there are no required history or theory classes in the curriculum, there are many elective opportunities. Architectural history is typically included in a pre-professional education, and the admissions process assigns additional coursework when necessary. The assessment process highlights learning outcomes for PC.4 that are tied to specific student studio projects. *The diversity of projects allows students to develop a broad understanding of the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.*

Assessment. The Decision Letter further errs in stating that the student learning outcomes used to assess PC.4 are not reflective of learning associated with history and theory. The Decision Letter's evaluation of compliance is reflective of their reading of the APR, and not inclusive of additional follow-up and evidence requested by the team chair on December 10, 2021 in the SCAD Chair APR Review Form (Appendix I). As a result of this request, and in advance of the March 2022 digital submission of supplemental information, the SCAD

architecture department held its annual assessment use of results meeting, where faculty, academic leaders, and institutional assessment staff discussed multi-year assessment results for PC.4 in relation to internal benchmarks and external guidelines, including the NAAB Conditions for Accreditation.

As a result of this meeting, and to further demonstrate compliance with PC.4, the department completed the following actions:

- Added an additional criterion to enhance the assessment PC.4.
- Updated the capstone assessment point to ARCH 799
  Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition. As the department determined that while history and theory are learned and reinforced at multiple points throughout the curriculum, the strongest alignment of student work and achievement of program- level outcome criteria 1.1 and 5.1 was most evident in ARCH 799, where all students conduct historical and theoretical research as a part of their thesis.
- Re-evaluated two years of student work from ARCH 799 to fully document student achievement of PC. 4.
- Updated the SCAD Architecture Assessment Report 2020-21 to reflect the enhanced analysis of PC.4.

PC.4 assessment evidence (Appendix II), including the updated SCAD Architecture Assessment Report 2020-21 (Appendix III), was then digitally submitted to the Visiting Team in March 2022:

> In accordance with SCAD's institutional assessment system, achievement of PC.4 History and Theory is assessed annually as part of the architecture department's programmatic assessment plan through direct assessment measures. The direct assessment of PC.4 includes faculty evaluation of student learning in designated graduate architecture courses (ARCH 799) using the architecture department's standardized scoring guide.

> The assessment criteria that are utilized to assess student learning for history and theory are as follows:

>> Criterion 1.1: The student conceptualized design concepts in response to physical, social, cultural, global, and other contexts of the space and client they are serving.

>> Criterion 5.1: The student created a design solution that responded to and respected cultural, historical, environmental, and/or symbolic contexts.

As noted in the intentional wording of these criteria, SCAD M.Arch. students are expected to not just understand history and theory but be able to apply it appropriately within a given architectural context. Furthermore, according to assessment data from the past two assessment cycles, which was provided to the Visiting Team in March 2022, SCAD architecture students met the benchmark (3.00 out of 5.00) for each of these assessment criteria — successfully documenting programmatic achievement of PC.4 History and Theory.

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The Decision Letter's notion that there is an "assumption" of student understanding does not match the evidence nor the findings of the Visiting Team, and the SCAD architecture program should not be penalized for expecting and assessing a higher level of student achievement (i.e., application, rather than just understanding) for PC.4.

<u>Use of Results</u>. As these criteria have successfully been achieved, the department continues to monitor student achievement and promote the university's robust information resources, diverse extracurricular offerings, and elective opportunities to further enrich student's understanding of history and theory.

4.3 Evaluation of Preparatory Education. The Decision Letter states:

> The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of adequate evaluation of preparatory education with the exception of evidence of assessment of PC4 History and Theory. The program needs to provide evidence of assessment of PC 4 History and Theory, since per the APR this condition is often met in students' pre-professional education.

As noted in the Visiting Team Report, SCAD's "admissions process assigns additional coursework when necessary" (Pg. 9, VTR). The Decision Letter incorrectly states that the preparatory education check sheet does not contain sufficient evidence. The SCAD architecture admission assessment tool (Appendix IV), which was provided in the SCAD APR and additional examples (Appendix V) were provided to the team in March 2022, very clearly contains a check box, following the review of the student's undergraduate transcripts to assign the student to ARLH 501 History of Modern Architecture if they do not demonstrate appropriate undergraduate foundations in architectural history and theory.

▪ **Intensive coursework needed (Check all that apply and make any recommendations regarding missing coursework below):**

☐ ARCH 501 Applied Physics for Architecture
☐ DRAW 515 Advanced Graphics for the Building Arts
☐ ARCH 531 Graduate Architecture Design Fundamentals: Human-centered Design
☐ ARLH 501 History of Modern Architecture
☐ ARCH 521 Advanced Construction Methods: Building Systems and Technologies

▪ **Preparatory (preliminary) coursework needed:**

ARLH 501's course description reads as follows:

> ARLH 501 History of Modern Architecture
> This course traces the evolution of modern architectural design from the mid-18th century to the present, addressing major works of architecture, urban design, landscape design and architectural theory. Attention is given to the emergence of new building typologies, the phases of historicism, the impact of new technology and materials, and the changing concepts of modernity.

The additional examples of the use of the SCAD architecture admission rubric that were shared in March 2022 include specific instances where students were assigned intensive coursework after a review of their portfolio and transcript.

Further, as noted above, the Decision Letter again errs in stating "since per the APR this condition is often met in students' pre-professional education." Neither the APR nor the VTR state this, and, as evidenced above, PC.4 is met through SCAD's curricular and extracurricular offerings and the students' experience of them.

SC.6 Building Integration
The Decision Letter states:

> The program did not provide sufficient information to meet the requirements of this Condition. The program provided sufficient evidence of students' ability to make design decisions integrating environmental control systems and life safety systems, daylighting, energy modeling and needs to provide evidence of the measurable outcomes of building performance. The program provided some evidence of its plan to correct the deficiencies in its optional response. The evidence included an updated scoring guide to address the lack of an assessment measure well as two student projects. The program needs to provide the promulgation of the scoring guide throughout the affected sections and evidence of the completion of the continuous improvement cycle.

In the SCAD Response to the VTR, the program provided the following documents, in addition to a narrative response describing continued action to demonstrate compliance with SC.6:

> Architecture M.Arch. Outcome 7 Assessment Results, 2021-2022 (Appendix VI)
> Enhanced assignment, Architecture 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems (Appendix VII)

The Architecture M.Arch. Outcome 7 Assessment Results, 2021-2022 is "the promulgation of the scoring guide throughout the affected sections," as all student work (n=41) produced in this class, across all sections, was assessed using the new criteria specific to building performance outcomes (criterion 7.6). SCAD immediately acted upon the feedback from the exit interview and as a result, was able to implement the assignment, collect evidence of student work, assess it, and submit it to the NAAB.

The SCAD Response to the VTR (p.6) further states:

> **Results**: Student scores from the Spring 2022 assessment results indicate that, on average, architecture students met the benchmark (3.43 out of 5.00) for Criterion 7.6, successfully documenting programmatic achievement of the learning outcome associated with building performance measures. The department continues to monitor program assessment criterion 7.6 regarding building performance to evaluate improvement and overall student achievement.

The continuous improvement cycle therefore was completed, and the department will continue monitoring student achievement of measurable outcomes of building performance.

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As a result of this factual evidence that has been cited in the record, and in additional documentation that was provided to the visiting team per their request, as well as non-compliance with the NAAB Procedures and Conditions as it relates to the interpretation of PC.4, SCAD requests timely reconsideration of the board's action and the removal of the need to supply a Plan to Correct.

Gokhan Ozaysin, Ph.D., M.F.A.
Chief Academic Officer
Savannah College of Art and Design

CC:
Paula Wallace, President
Dr. Geoffrey S. Taylor, Dean of the School of Building Arts
Erin O'Leary, Vice President for Institutional Effectiveness

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Appendices

Appendix I: SCAD APR Review Form, December 10, 2021, PC.4
Appendix II: PC.4 Assessment Evidence
Appendix III: SCAD Architecture Assessment Report 2020-21
Appendix IV: SCAD Architecture Admission Assessment Tool, 2021
Appendix V: SCAD Architecture Admission Assessment Tool, Acceptance with Intensives
Appendix VI: SCAD M.Arch. Outcome 7 Assessment Results, 2021-22
Appendix VII: Enhanced Assignment, Architecture 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems

Appendices

Appendix I: SCAD APR Review Form, December 10, 2021, PC.4

CHAIR REVIEW GUIDELINES

Information is considered "complete" and the program can schedule a visit if:

1. the narrative provides sufficient description
2. supporting materials provide evidence of compliance with the Condition

If the APR Narrative does not include a sufficient description or evidence, please provide a brief summary of the information/evidence missing and the reason why the criterion is incomplete. Please refer to the *Guidelines to the Accreditation Process* (2020 Conditions and Procedures).

Narrative

- Includes description of the approach the program uses to meet the condition. Depending on the condition, the approach may include elements of the curriculum, non-curricular activities or other processes the program undertakes.

Continuous Improvement/Assessment Approach

- Program describes how the program evaluates its approach to meeting the condition.
- Program includes assessment processes used and the cycles of assessment for the different parts of the program, as well as a summary of changes made to the program based upon the data collected.
- Program's assessment needs to include: assessment points, assessment method(s), benchmark(s), data collection and analysis, program's assessment whether the Condition has been met, and subsequent program improvement
- *PLEASE NOTE: programs that are in the early stages of implementation may not have data for all of its assessment instruments and may not be able to point to program modifications associated with this process. Though the information should be requested, a program in the early stages of implementing its assessment plan should not be penalized with a re-scheduled visit if it is not provided with the APR or 45 days in advance.*

Supporting Materials/Evidence
Documentation of compliance with a condition to support the narrative response.

Additional Information Required
If the APR does not include a responsive narrative description and/or evidence of compliance to support the narrative, please indicate in one of the last two columns on the chart when the information needs to be submitted and provide a brief summary of the missing components on the next page.

evidence provided regarding the course curricula involved in the student work assessment. The program is required to provide additional evidence 45 days before the visit.

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.

Please provide a brief summary of the missing information

The program provided a narrative description of student learning regarding history and theory in coursework and in non-curricular opportunities and it has an assessment process in place. The benchmark identified for this criterion is part of the annual programmatic assessment plan. However, the narrative indicates that student work from ARCH 745 Graduate Seminar in Architecture and ARCH 775 Global Architectural Practice, are not part of this assessment. The outcome used in this assessment focuses on contextual awareness and does not address histories and theories of architecture. No student evidence is provided from the assessment process. The program is required to provide additional evidence of benchmarks that address PC.4, the analysis process of collected, and the process for improvement and/or changes made as a result of analysis 45 days before the visit.

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.

Please provide a brief summary of the missing information

The program provided a narrative description of student learning regarding research and innovation in coursework and in non-curricular opportunities and it has an assessment process in place. The benchmark identified for this criterion is part of the annual programmatic assessment plan. However, the narrative indicates that student work from ARCH 745 Graduate Seminar in Architecture, ARCH 798 Thesis I and ARCH 799 Thesis II, is not part of this assessment. No curricular materials are provided from the assessment process. The program is required to provide additional evidence of benchmarks that address PC. 5, the analysis process of collected, and the process for improvement and/or changes made as a result of analysis 45 days before the visit.

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.

Please provide a brief summary of the missing information

The program provided a narrative description of student learning, and it has an assessment process in place. The benchmark identified for this criterion involves a single learning outcome from the annual programmatic assessment plan. Curriculum development resulting from the assessment is described, however there no evidence provided regarding the course curricula involved in the student work assessment. The program is required to provide additional evidence 45 days before the visit.

Appendices

Appendix II: PC.4 Assessment Evidence

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PC.4 Assessment

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.*

Assessment Process
In accordance with SCAD's institutional assessment system, achievement of PC.4 History and Theory is assessed annually as part of the architecture department's programmatic assessment plan through direct assessment measures. The direct assessment of PC.4 includes faculty evaluation of student learning in designated graduate architecture courses using the architecture department's standardized scoring guide. As described in the Assessment at SCAD narrative, SCAD's robust and mature institutional assessment system has been highlighted as a best practice by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) during the university's recent 10-year Reaffirmation of Accreditation, resulting in no recommendations for the second consecutive decade.

As indicated in the NAAB 2020 Conditions and Procedures: Outcomes-Based Assessment Webinar (minute marker 16:35) — an official training offered by the NAAB to assist in preparing programs for the accreditation process and to comply with NAAB 2020 Conditions and Procedures:

> *You may have a comprehensive studio course in your curriculum that acts as the capstone. It is natural that many of your student criteria and program criteria would be assessed in that one course.*

Following these NAAB best practices assessment guidelines, the department has marked courses on the PC|SC Matrix that contribute to the successful attainment of PC.4 through the introduction and reinforcement of content in light green. Courses in which that knowledge and skill are synthesized and assessed at the programmatic level are marked in dark green. For PC.4, ARCH 799 Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition, the culmination of the M.Arch. program and capstone thesis course, serves as the programmatic assessment point.

The following table documents the relationship between the architecture department's annual programmatic assessment outcomes and PC.4 expectations. To adhere to the 2020 NAAB Procedures APR page limit (150 pages), SCAD provided an abbreviated representation of the architecture department's comprehensive programmatic assessment plan for PC.4. Giving visibility into the depth and breadth of the department's comprehensive assessment plan, the table below presents:

- Overarching programmatic assessment outcomes that describe the knowledge and skills students are expected to know and be able to apply upon completion of the M.Arch. program;
- Individual measurement criteria faculty use to evaluate the degree to which students are meeting each programmatic assessment outcome; and
- Designated assessment points (e.g., courses) where student achievement of programmatic outcomes is most evident.

NAAB PC|SC	PC.4 History and Theory	
NAAB PC|SC Criteria	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.	
SCAD Assessment Outcome		**SCAD Assessment Point**
Outcome 1: Students will develop an ability to research, analyze, and document contextual issues relevant to the design intent.		
• Criterion 1.1: The student conceptualized design concepts in response to physical, social, cultural, global, and other contexts of the space and client they are serving.		ARCH 799

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NAAB PC|SC	PC.4 History and Theory
NAAB PC|SC Criteria	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.

SCAD Assessment Outcome	SCAD Assessment Point
Outcome 5: Students will create design solutions that are a valuable contribution to the contextual field of architecture.	
• Criterion 5.1: The student created a design solution that responded to and respected cultural, historical, environmental, and/or symbolic contexts.	ARCH 799

Scoring Guide and Benchmark

At SCAD, all academic programs employ a standardized scoring guide that is specific to the content and scope of the discipline and utilizes a five-point, Likert-type rating scale where five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Each program scoring guide includes discrete measurement criteria that faculty use to evaluate the degree to which students meet programmatic assessment outcomes. The SCAD benchmark for success for each academic program — including architecture — is that, collectively, students meet the standard for each programmatic assessment outcome, earning no less than a 3.00 out of 5.00 on each.

Results

Results for the past two assessment cycles indicate that, on average, architecture students met the benchmark (3.00 out of 5.00) for Outcome 1 and Outcome 5, successfully documenting programmatic achievement of PC.4 History and Theory.

Assessment Outcomes and Criteria	2019-20	2020-21
Overall Outcome 1	**4.00**	**3.71**
Criterion 1.1	4.00	3.71
Overall Outcome 5	**3.67**	**3.65**
Criterion 5.1	3.67	3.65

Use of Results

The department continues to meet the benchmarks and these Outcome 1 and Outcome 5 have not been identified as opportunity areas (in fact, Outcome 1 was identified as a programmatic strength in 2018–19 and 2019–20). The department continues to monitor achievement of this learning outcome and promote the university's robust information resources, diverse extracurricular offerings, and elective opportunities to further enrich student's understanding of history and theory.

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Appendices

Appendix III: SCAD Architecture Assessment Report 2020-21

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ARCH

2020-21
Assessment Results

M.Arch.

OIA Office of
Institutional Assessment

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Mission, Vision, and Values

SCAD Mission

SCAD prepares talented students for creative professions through engaged teaching and learning in a positively oriented university environment.

SCAD Vision

SCAD will be globally recognized as the preeminent source of knowledge in the disciplines we teach.

SCAD Values

Be Strategic. Research and measure to guide work and document results.

Be Innovative. Generate new ideas and relevant solutions.

Be Positive. Approach all endeavors with enthusiasm.

Be Collaborative. Embrace and act upon our collective genius.

Be Transformative. Create life-changing experiences.

Mission of the Department of Architecture

The SCAD architecture program promotes knowledge, skills, and judgment that culminate in a professional career with emphasis on design excellence, leadership, critical thinking, global awareness, ethical values, and communication skills.

M.Arch. Contextual Awareness

Outcome – 1	n=36 2018-19	n=26 2019-20	n=51 2020-21
Students will develop an ability to research, analyze, and document contextual issues relevant to the design intent.	4.16	4.00	**3.71**

Criteria

1.1 The student researched and conceptualized design concepts in response to physical, social, cultural, global, and other contexts of the space and client they are serving.	4.16	4.00	**3.71**
1.2 The student responded to diverse cultural and social contexts based on an understanding of equitable support, including diverse backgrounds, resources, and abilities.	-*	-*	**4.35***

M.Arch. Design Process & Methodology

Outcome – 2	n=36 2018-19	n=26 2019-20	n=51 2020-21
Students will demonstrate design thinking and construction fluency by selecting from a broad range of influences, methodologies, and techniques to solve design challenges.	4.10	3.87	**3.56**

Criteria

2.1 The student successfully communicated design intent.	4.19	3.96	**3.56**
2.2 Based on the design intent, the student developed an appropriate design process.	4.08	3.88	**3.58**
2.3 The student selected/created the appropriate techniques and methodologies for integrating intent into the design solution.	4.02	3.77	**3.54**

M.Arch. Environmental Stewardship

Outcome – 3	n=36 **2018-19**	n=26 **2019-20**	n=29 **2020-21**
Students will articulate an obligation and philosophy for preserving, managing, and protecting the built and natural environment.	4.04	3.73	**3.42**

Criteria

3.1 The student incorporated a philosophy for preserving, managing, and protecting the built and natural environment within the design projects.	4.04	3.73	**3.42**

M.Arch. Preparation for the Profession

Outcome – 4*	n=36 2018-19	n=28 2019-20	n=** 2020-21
Students will understand the responsibilities and career opportunities available to architecture professionals.	4.12	3.73	**3.85**

Criteria

4.1 The student effectively integrated feedback to validate and refine the final working notebook documenting various aspects of the course process.	4.12	3.68	**3.58**
4.2 The student initiated and managed the final project in a professional manner, demonstrating the leadership, organization, communication, and decision-making skills needed to perform effectively in both independent and collaborative settings.	4.19	3.82	**3.56**
4.3 The student demonstrated knowledge of the process and requirements for internship, examination, and licensue that prepare them for the next steps in becoming an architect.	4.06	3.68	**4.64**
4.4 The student articulated a vision for becoming a licensed architect or pursuing a creative profession that utilizes the knowledge and skills learned in the architecture program.	4.06	3.68	**4.64**
4.5 The student demonstrated an understanding of the professional responsibilities of an architect to protect the public health, safety, and welfare and contribute to the well-being of individuals, society, and the natural and physical environment.	4.12	3.73	**3.63**

*Upon review of Outcome 4, it became evident the multi-pronged outcome statements were best distributed into discrete measurement criteria under a single overarching outcome statement. In alignment with assessment best practices, this disaggregation of specific student learning into separate criteria enhances the department's ability to collect actionable data related to each criterion and demonstrates comprehensive achievement of the overarching outcome.
**Criteria 4.1 and 4.2 n=14. Criterion 4.3 and 4.4 n=22. Criterion 4.5 n=15.

M.Arch. Public Contribution

Outcome – 5	n=36 2018-19	n=27 2019-20	n=36 2020-21
Students will create design solutions that are a valuable contribution to the contextual field of architecture.	3.98	3.67	**3.65**

Criteria

5.1 The student created a design solution that responded to and respected cultural, historical, environmental, and/or symbolic contexts.	3.98	3.67	**3.65**

M.Arch. Design Synthesis

	n=* 2018-19	n=41 2019-20	n=15 2020-21
Outcome – 6 Students will make design decisions that demonstrate broad synthesis and consideration of user requirements, regulatory requirements, site conditions, ecological concerns, and accessible design.	-	3.14	**3.38**
Criteria			
6.1 Student conducted an effective assessment of client and user needs and prepared a comprehensive program for those needs.	-	3.44	**3.41**
6.2 Student reviewed the relevant laws and regulatory standards and addressed their implications for the project.	-	2.98	**3.31**
6.3 Student designed sites, facilities, and systems that provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.	-	2.98	**3.25**
6.4 Student described site characteristics such as soil, topography, vegetation, and watershed and appropriately integrated those characteristics in their project design.	-	3.02	**3.24**
6.5 Student produced a comprehensive architectural project that demonstrated their capacity to make design decisions across scales.	-	3.27	**3.72**
6.6 Student articulated an obligation and philosophy for preserving, managing, and protecting the built and natural environment.	-	3.17	**3.34**

* Outcome 6 was added in the 2019-20 academic year.

M.Arch. Building Integration

Outcome – 7	n=* 2018-19	n=43 2019-20	n=15 2020-21
Students will make design decisions that demonstrate broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems.	-	3.24	**3.85**
Criteria			
7.1 Student applied principles of life-safety systems into their project design.	-	3.12	**3.40**
7.2 Student incorporated industry-standard principles of environmental systems' design.	-	3.14	**3.24**
7.3 Student employed principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems in their comprehensive project plan.	-	3.35	**4.50**
7.4 Student evaluated and incorporated building envelope systems and interior and exterior construction materials for performance characteristics appropriate to their project design.	-	3.21	**4.05**
7.5 Student produced a comprehensive architectural project that demonstrated their capacity to make design decisions across scales.	-	3.40	**4.06**

* Outcome 7 was added in the 2019-20 academic year.

Appendices

Appendix IV: SCAD Architecture Admission Assessment Tool, 2021

M.Arch. Graduate Admission Review   SCAD

Applicant name: _____   Undergraduate institution: _____

Applicant ID: _____   Undergraduate degree: _____

Reviewer name: _____

Admission recommendation

☐ Accept
☐ Accept with undergraduate preparatory (preliminary) and/or graduate intensives (list recommendations on page 3)
☐ Deny

Academic and professional metrics (Transcript and résumé review)

	yes	no	
ACSA pre-professional program	☐	☐	Program
Grade point average - minimum 3.0	☐	☐	GPA
Certifications/registrations	☐	☐	List
IPAL	☐	☐	AXP hours
NCARB record	☐	☐	

Portfolio review

	demonstrated	not demonstrated	comments
Variety/range of architecture design projects and typologies			
Architecture graphic representation skills and communication of design intent			
Design process based on relevant precedent, analysis, and iterations			
General understanding of architecture systems in design work, including structual systems, construction systems, and environmental control systems			
Research, analysis, and documentation of contextual issues relevant to the design intent			
Design thinking with selection/creation of appropriate techniques and methodologies for integrating intent into the design solution			
A philosophy for preserving, managing, and protecting the built and natural environment within design projects			
Care and craft in work and in portfolio organization and presentation			

M.Arch. Graduate Admission Review

SCAD

□ **Portfolio review cont.**

☐ written and visual communication skills   ☐ ordering systems skills

☐ design thinking skills   ☐ integration of accessibility

☐ investigative skills   ☐ sustainable design solutions

☐ fundamental design skills   ☐ building envelope systems

☐ use of precedents   ☐ relationship between human behavior and the design of the built environment

□ **Experience and résumé review**

	1	2	3	4
	☐	☐	☐	☐
Internship(s) (**Résumé review**)	No architecture or affiliated field internships	No architecture internship, but at least one affiliated field internship	At least one architecture internship	Several architecture or affiliated field internships
	☐	☐	☐	☐
Leadership roles (**Résumé review**)	No leadership roles	At least one leadership role	Multiple leadership roles with evidence of increasing responsibility	One or more leadership role with significant evidence of accomplishment
	☐	☐	☐	☐
Professional/student organization participation (**Résumé review**)	No participation in either professional or student organizations	Membership in at least one professional or student organization	Evidence of active membership in multiple professional or student organizations	Significant contribution to the advancement of one or more professional or student organizations or contributions to knowledge in the field

□ **Statement of purpose**

1	2	3	4
☐	☐	☐	☐
Poorly written, with significant errors in grammar and style; general lack of clarity of interest in pursuit of graduate study; no mention of unique role SCAD would play in future aspirations; and no explanation of what the applicant expects to contribute to the M.Arch. program or SCAD.	Adequately written with fair organization and style and minimal grammatical errors; limited clarity of interest in graduate study; some acknowledgment of SCAD's unique contribution to future aspirations; and touches on some areas in which the applicant may contribute to the M.Arch. program or SCAD.	Well written with good organization and style and appropriate grammar; clarity of interest in graduate study is defined; briefly acknowledges SCAD's unique contribution to future aspirations; and explains some particular areas in which the applicant may contribute to the M.Arch. program or SCAD.	Excellent writing and advanced use of grammar and style; strong statement of interest in graduate study; clearly articulates how SCAD will uniquely contribute to the success of future aspirations; provides concrete details for how the applicant will enrich the M.Arch. program and SCAD.

M.Arch. Graduate Admission Review

SCAD

▫ **Letter(s) of recommendation**

1	2	3	4
☐	☐	☐	☐
Generally has low or no personal experience with the applicant or their work; provides no specific references to the applicant's skills or qualities; provides no examples of work performance or response to challenges; lacking in any specific references to the applicant's character or personality.	Evinces some personal familiarity with the applicant and their work; provides a few specific references to the applicant's skills and qualities; minimal examples of work performance or response to challenges; gives surface level descriptions of the applicant's character and personality.	Clearly has personal familiarity with the applicant and their work; offers detailed references to the applicant's skills and qualities; provides several detailed examples of work performance and responses to challenges; gives positive examples of the applicant's character and personality.	Very familiar with the applicant and their work; highly detailed examples of the applicant's skills and qualities; several specific examples of work performance and responses to challenges; highly complimentary praise for the applicant's character and personality.

▫ **General education studies (Check all that apply):**

☐ Completed at a regionally accredited U.S. institution

☐ Equivalency met at an international institution

☐ General education coursework missing (Review general education courses from transcript and make any recommendations for additional coursework below)

    ☐ Mathematics/Natural Sciences

    ☐ Social/Behavioral Sciences

    ☐ Humanities/Fine Arts

▫ **Intensive coursework needed (Check all that apply and make any recommendations regarding missing coursework below):**

☐ ARCH 501 Applied Physics for Architecture

☐ DRAW 515 Advanced Graphics for the Building Arts

☐ ARCH 531 Graduate Architecture Design Fundamentals: Human-centered Design

☐ ARLH 501 History of Modern Architecture

☐ ARCH 521 Advanced Construction Methods: Building Systems and Technologies

▫ **Preparatory (preliminary) coursework needed:**

▫ **Note applicant's strengths:**

▫ **Note applicant's areas of concern:**

Appendices

Appendix V: SCAD Architecture Admission Assessment Tool, Acceptance with Intensives

M.Arch. Graduate Admission Review

SCAD

Applicant name: ▮▮▮▮▮▮▮▮▮▮

Undergraduate institution: **Stanford University**

Applicant ID: **002692349**

Undergraduate degree: **Bachelor of Science, Architecture**

Reviewer name: **Alice Guess, Mike Hill, Scott Singeisen,**

Admission recommendation

- [ ] Accept
- [✓] Accept with undergraduate preparatory (preliminary) and/or graduate intensives (list recommendations on page 3)
- [ ] Deny

Academic and professional metrics (Transcript and résumé review)

	yes	no		
ACSA pre-professional program	✓		Program	Stanford University- Bachelor of Science, Architecture
Grade point average - minimum 3.0	✓		GPA	3.8
Certifications/registrations		✓	List	
IPAL		✓	AXP hours	
NCARB record		✓		

Portfolio review

	demonstrated	not demonstrated	comments
Variety/range of architecture design projects and typologies	X		
Architecture graphic representation skills and communication of design intent	X		
Design process based on relevant precedent, analysis, and iterations	X		
General understanding of architecture systems in design work, including structual systems, construction systems, and environmental control systems		X	
Research, analysis, and documentation of contextual issues relevant to the design intent	X		
Design thinking with selection/creation of appropriate techniques and methodologies for integrating intent into the design solution	X		
A philosophy for preserving, managing, and protecting the built and natural environment within design projects		X	
Care and craft in work and in portfolio organization and presentation	X		

M.Arch. Graduate Admission Review

SCAD

Portfolio review cont.

- ☑ written and visual communication skills
- ☑ design thinking skills
- ☑ investigative skills
- ☑ fundamental design skills
- ☑ use of precedents

- ☐ ordering systems skills
- ☐ integration of accessibility
- ☐ sustainable design solutions
- ☐ building envelope systems
- ☑ relationship between human behavior and the design of the built environment

Experience and résumé review

	1	2	3	4
	☐	☑	☐	☐
Internship(s) (Résumé review)	No architecture or affiliated field internships	No architecture internship, but at least one affiliated field internship	At least one architecture internship	Several architecture or affiliated field internships
	☐	☐	☑	☐
Leadership roles (Résumé review)	No leadership roles	At least one leadership role	Multiple leadership roles with evidence of increasing responsibility	One or more leadership role with significant evidence of accomplishment
	☐	☑	☐	☐
Professional/student organization participation (Résumé review)	No participation in either professional or student organizations	Membership in at least one professional or student organization	Evidence of active membership in multiple professional or student organizations	Significant contribution to the advancement of one or more professional or student organizations or contributions to knowledge in the field

Statement of purpose

1	2	3	4
☐	☐	☑	☐
Poorly written, with significant errors in grammar and style; general lack of clarity of interest in pursuit of graduate study; no mention of unique role SCAD would play in future aspirations; and no explanation of what the applicant expects to contribute to the M.Arch. program or SCAD.	Adequately written with fair organization and style and minimal grammatical errors; limited clarity of interest in graduate study; some acknowledgment of SCAD's unique contribution to future aspirations; and touches on some areas in which the applicant may contribute to the M.Arch. program or SCAD.	Well written with good organization and style and appropriate grammar; clarity of interest in graduate study is defined; briefly acknowledges SCAD's unique contribution to future aspirations; and explains some particular areas in which the applicant may contribute to the M.Arch. program or SCAD.	Excellent writing and advanced use of grammar and style; strong statement of interest in graduate study; clearly articulates how SCAD will uniquely contribute to the success of future aspirations; provides concrete details for how the applicant will enrich the M.Arch. program and SCAD.

M.Arch. Graduate Admission Review

▫ **Letter(s) of recommendation**

1	2	3	4
☐	☐	☑	☐
Generally has low or no personal experience with the applicant or their work; provides no specific references to the applicant's skills or qualities; provides no examples of work performance or response to challenges; lacking in any specific references to the applicant's character or personality.	Evinces some personal familiarity with the applicant and their work; provides a few specific references to the applicant's skills and qualities; minimal examples of work performance or response to challenges; gives surface level descriptions of the applicant's character and personality.	Clearly has personal familiarity with the applicant and their work; offers detailed references to the applicant's skills and qualities; provides several detailed examples of work performance and responses to challenges; gives positive examples of the applicant's character and personality.	Very familiar with the applicant and their work; highly detailed examples of the applicant's skills and qualities; several specific examples of work performance and responses to challenges; highly complimentary praise for the applicant's character and personality.

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☐ Equivalency met at an international institution

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    ☐ Social/Behavioral Sciences

    ☐ Humanities/Fine Arts

▫ **Intensive coursework needed (Check all that apply and make any recommendations regarding missing coursework below):**

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☐ DRAW 515 Advanced Graphics for the Building Arts

☐ ARCH 531 Graduate Architecture Design Fundamentals: Human-centered Design

☐ ARLH 501 History of Modern Architecture

☑ ARCH 521 Advanced Construction Methods: Building Systems and Technologies

▫ **Preparatory (preliminary) coursework needed:**

ARCHITECTURE INTENSIVE

▫ **Note applicant's strengths:**

Demonstrated a wide range of architecture design project typology as well as sensibility in architecture representation. In addition, some aspects of the demonstration of architecture process and precedent influence were evident.

▫ **Note applicant's areas of concern:**

Lacks demonstration of the technical integration of construction and the sustainable environmental influence in design.

M.Arch. Graduate Admission Review

SCAD

Applicant name: [redacted]

Undergraduate institution: **Tehran University of Art - School c**

Applicant ID: **002702475**

Undergraduate degree: **B.Arch.**

Reviewer name: **Alice Guess, Mike Hill, Huy Ngo**

Admission recommendation

- [ ] Accept
- [✓] Accept with undergraduate preparatory (preliminary) and/or graduate intensives (list recommendations on page 3)
- [ ] Deny

Academic and professional metrics (Transcript and résumé review)

	yes	no		
ACSA pre-professional program	[ ]	[✓]	Program	
Grade point average - minimum 3.0	[✓]	[ ]	GPA	3.22
Certifications/registrations	[ ]	[✓]	List	
IPAL	[ ]	[✓]	AXP hours	
NCARB record	[ ]	[✓]		

Portfolio review

	demonstrated	not demonstrated	comments
Variety/range of architecture design projects and typologies	X		
Architecture graphic representation skills and communication of design intent	X		
Design process based on relevant precedent, analysis, and iterations		X	
General understanding of architecture systems in design work, including structual systems, construction systems, and environmental control systems		X	
Research, analysis, and documentation of contextual issues relevant to the design intent		X	
Design thinking with selection/creation of appropriate techniques and methodologies for integrating intent into the design solution		X	
A philosophy for preserving, managing, and protecting the built and natural environment within design projects		X	
Care and craft in work and in portfolio organization and presentation	X		

M.Arch. Graduate Admission Review

SCAD

Portfolio review cont.

☑ written and visual communication skills   ☐ ordering systems skills

☐ design thinking skills   ☐ integration of accessibility

☐ investigative skills   ☐ sustainable design solutions

☑ fundamental design skills   ☑ building envelope systems

☐ use of precedents   ☐ relationship between human behavior and the design of the built environment

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M.Arch. Graduate Admission Review

SCAD

▪ **Letter(s) of recommendation**

1	2	3	4
☐	☐	☑	☐
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▪ **Intensive coursework needed (Check all that apply and make any recommendations regarding missing coursework below):**

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☐ ARLH 501 History of Modern Architecture
☑ ARCH 521 Advanced Construction Methods: Building Systems and Technologies

▪ **Preparatory (preliminary) coursework needed:**

ARCHITECTURE - INTENSIVE

▪ **Note applicant's strengths:**

Architecture project demonstrates broad project typology and design approach.

▪ **Note applicant's areas of concern:**

Portfolio demonstrated architecture breadth and scope and architecture project typology. However, in depth demonstration of architecture design process and integration of human interaction in architecture are lacking in the portfolio. In addition, integration of technology and construction lacks clarity and understanding in almost every project represented in the portfolio.

Appendices

Appendix VI: SCAD M.Arch. Outcome 7 Assessment Results, 2021-22

ARCH

2021-22
Assessment Results

M.Arch.

OIA Office of
Institutional Assessment

SCAD

M.Arch. Building Integration

	n=43	n=45	n=41
	2019-20	**2020-21**	**2021-22**

Outcome – 7

Students will make design decisions that demonstrate broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

	3.24	3.85	**3.35**

Criteria

7.1 The student applied principles of life-safety systems into their project design.

	3.12	3.40	**3.25**

7.2 The student incorporated industry-standard principles of environmental systems' design.

	3.14	3.24	**3.15**

7.3 The student employed principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems in their comprehensive project plan.

	3.35	4.50	**3.51**

7.4 The student evaluated and incorporated building envelope systems and interior and exterior construction materials for performance characteristics appropriate to their project design.

	3.21	4.05	**3.38**

7.5 The student produced a comprehensive architectural project that demonstrated their capacity to make design decisions across scales.

	3.40	4.06	**3.40**

7.6 The student utilized appropriate modeling and analytics to measure and refine building performance.

	-	-	**3.43**

Outcome 7 was added in the 2019-20 academic year.
Criterion 7.6 was added in the 2021-22 academic year.

Appendices

Appendix VII: Enhanced Assignment, Architecture 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems

Design Development Synthesis

Due Class 14

Design

Design is a process. One of the ensuing results of this process is that the **whole is larger than the sum of its parts**. In the design process as this whole is created the designer synthesizes the various relevant parts into a coherent dialog.

It is expected that synthesis will happen in this segment and students will examine the coherence and synthesis of the previously investigated parts and the intent and success of the final resulting whole.

Precedent research

Explore examples for 3 dimensional section details that are comprehensive in showing building assembly and systems.

Describe reason for your choice.

Be prepared to discuss your choice in class.

24"x36"

Performance evaluation

Explore the building section area using digital tools such as Insight, Enscape, Ladybug, or Honeybee to examine building performance and propose design changes for the building's improved overall performance. Document the process to ensure that you are making the necessary changes as you move toward higher-performing buildings.

Identify how your building performs and why. Then, using an illustrative tool, compose a graphical section that calls out each of the key elements as listed in competition brief. This is not a technical drawing. This is a hybrid graphic that transcends the presentation and technical sphere.

Incorporate changes to final design and section detail models.

Digital rendered model

Comprehensive 3D detailed section perspective

Create a comprehensive, highly detailed and rendered section detail of a portion of your building that represents the design concepts and design ideas of the various building components.

Include model as a line drawing in Technical Documentation set. As applicable.

Site and context features

Structural system design

Construction layers design assembly

Exterior envelope design and assembly

Spatial design and interior spatial elements

Lighting systems

Mechanical heating and cooling systems

Natural environmental features and systems

User experience details

Create a rendering style that represent your conceptual intent.

Include notations of elements, systems and experiences.

Physical model

Comprehensive 3D detailed section model

Create a presentation quality detailed physical model of same section detail used above.

Include elements as described above.

Select materials that represent concept and your intent.

Design a method for the model to display notations for elements and systems.

Scale: 1/2" = 1'-0"

grading Design Development Synthesis

Design Development Synthesis | 5% of final grade
Student's grade will be determined according to criteria described in course introduction and syllabus.
Specific rubric categories include:

DIGITAL SECTION DETAIL MODEL
Creativity and effectiveness of resolving and detailing of
>   Spatial and experiential design features and elements
>   Structural systems design and materials
>   Construction systems design and materials
>   Mechanical and passive environmental systems design and sustainability features
>   Notations

Clarity and effectiveness of visual representation

PHYSICAL SECTION DETAIL MODEL
Creativity and effectiveness of resolving and detailing of
>   Spatial and experiential design features and elements
>   Structural systems design and materials
>   Construction systems design and materials
>   Mechanical and passive environmental systems design and sustainability features
>   Notations

Quality of craftsmanship and effectiveness of model detailing

Submissions with incomplete or missing documents, unresolved components will not receive credit in related grading categories.