2020 Conditions and Procedures

Plan to Correct

for Continuing Accreditation

Savannah College of Art and Design
School of Building Arts

Professional M.Arch.

Visit Dates: 04/25–04/27/2022

NAAB

National Architectural Accrediting Board, Inc.

Plan to Correct
(Procedure 1.5.2, 2020 Procedures)

Institution	<u>Savannah College of Art and Design</u>
Name of Academic Unit	Architecture

Degree(s) *(check all that apply)*
 	
Track(s) *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:*
 	
150 semester undergraduate credit hours
 	
Undergraduate degree with architecture major + 60 graduate semester credit hours
 	
Undergraduate degree with non-architecture major + 90 graduate semester credit hours)
	☐ <u>Bachelor of Architecture</u>
	
	    Track:
	
	☒ <u>Master of Architecture</u>
	
	    Track: 180 undergraduate credits in a preprofessional or preparatory program in architecture or a related discipline plus 90 graduate credits
	☐ <u>Doctor of Architecture</u>
	
	    Track:
	
	    Track:

Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2013
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Aaron Wilner, chair of architecture
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Geoffrey S. Taylor, Dean of the School of Building Arts
Chief Academic Officer of the Institution	Jason Fox, SVP for Academic Services
President of the Institution	Paula Wallace
Individual submitting the APR	Erin O'Leary, VP for Institutional Effectiveness
Name and email address of individual to whom questions should be directed	Erin O'Leary eoleary@scad.edu

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INSTRUCTIONS AND TEMPLATE GUIDELINES

During an accreditation visit, the exit interview with the visiting team will include a list of any unmet conditions. A draft visiting team report is sent to the program within 30 days after the visit for corrections of errors of fact. When a visiting team report identifies 'unmet Conditions', the program is required to submit a Plan to Correct.

The program's Visiting Team Report and Plan to Correct will be provided to the Board to determine accreditation status and the term of accreditation. The Plan to Correct identifies the specific actions the program will take to correct the conditions not met within a specific timeframe, thereby assuring the Board that changes will be made in a timely manner.

Instructions

1. Type all responses in the designated text areas. Add additional rows as needed to include all conditions not met.
2. Reports must be submitted as a single PDF following the template format.

Deadline and Submission

Plan to Correct submissions are due 60 days after the last day of the visit. If the board finds the initial plan to be insufficient, a revised Plan to Correct is due by September 15 of the same year to accreditation@naab.org.

Conditions Not Met	Corrective Action Steps	Timeline
(List the number and title of each condition)	*(List all steps with descriptions for each condition not met)*	*(List timeline for each step, including anticipated start and completion dates)*
Immediately following the SCAD NAAB virtual site visit, and in collaboration with the departments of institutional effectiveness, academic services, and the office of institutional assessment and curriculum management, the SCAD architecture department implemented a multistep action plan to address SC.6 Building Integration as it relates to measurable outcomes of building performance, PC.4 History and Theory, and 4.3 Evaluation of Preparatory Education. As a result of these actions and continued commitment to academic and programmatic excellence, the SCAD M.Arch. program evinces 100% compliance with all NAAB program and student criteria.		
SC.6 – Building Integration (*specifically measurable outcomes of building performance*)	*Action Step 1:* **Enhance the course description, goals, and student learning outcomes of ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems to explicitly reference the inclusion of building outcome performance measures.** To reinforce the inclusion of "measurable outcomes of building performance" and to clarify the inclusion of all elements of SC.6 in ARCH 737, the architecture department's curriculum and assessment committee collaborated with the offices of curriculum management and institutional assessment to review and enhance the course description, goals, and outcomes for ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems. As a result, the course description, Goal 5, and student learning Outcome 5 now explicitly reference how the program prepares students to apply measurable outcomes of building performance within their architectural projects. Additionally, the schedule of classes and grading opportunities show how that is taught and applied. The enhanced course was endorsed by the university's Curriculum Council and approved by the Curriculum Leadership Committee on May 20, 2022. In accordance with SCAD curriculum management policies, the enhanced course description, goals, and outcomes are standardized across sections and apply universally to all future offerings of the course.	*Started*: Spring 2022 *Completed*: Spring 2022
	Action Step 2: **Establish dedicated teaching and learning opportunities within ARCH 737 to further enhance students' abilities to apply the measurable outcomes of building performance.** ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems now	*Started:* Spring 2022 *Completed*: Summer 2023* *This action item is ongoing.

	includes an enhanced assignment that requires students to:	
	• Conduct a building performance analysis • Visualize building performance in a graphic section representation • Discuss opportunities to update the building envelope In response to the enhanced assignment, the below documentation illustrates how students individually conducted a building performance analysis (e.g., daylighting analysis, enclosure analysis, life safety analysis) to inform their designs. • Building Performance Analysis Student Work Example 1 • Building Performance Analysis Student Work Example 2 • Building Performance Analysis Student Work Example 3 • Building Performance Analysis Student Work Example 4 Students in ARCH 737 demonstrate the integration of various building systems within the context of an architectural project to demonstrate SC.6. The development of documentation not only considers the measurable outcomes of building performance but also address building envelope systems and assemblies, structural systems, environmental control systems, and life safety systems. The below process books incorporate design development drawings that showcase a comprehensive architectural solution that demonstrates synthesis of building systems and responds to the AIA COTE Framework for Design Excellence, which further highlights students' application of measurable outcomes of building performance. • Process Book Student Work Example 1 • Process Book Student Work Example 2 • Process Book Student Work Example 3 • Process Book Student Work Example 4	
	Action Step 3: **Incorporate language associated with the measurable outcomes of building performance into the department's annual program-level assessment process.** In collaboration with the office of institutional assessment, the architecture department's curriculum and assessment committee analyzed the existing program-level student learning outcomes and updated Outcome 7: Building	*Started*: Spring 2022 *Completed*: Spring 2023

	Integration to more explicitly emphasize that students intentionally apply measurable outcomes of building performance within architectural projects. Following that enhancement, Outcome 7 now states: - Students will make design decisions that demonstrate the 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. Extending to all aspects of the assessment process, a [new scoring guide criterion](#) was added for Outcome 7 that provides a dedicated opportunity for faculty to evaluate students' abilities to integrate measurable outcomes of building performance into their architectural projects. Criterion 7.6 states: - Student utilized appropriate modeling and analytics to measure and refine building performance. Beginning in Spring 2022, both the enhanced outcome language and new assessment criterion were incorporated into the department's annual assessment process, which was positively affirmed a "robust process" by the NAAB visiting committee. Architecture programmatic assessment results from the 2022–23 academic year revealed that students met the standard for Outcome 7. As a part of this review, student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Outcome 7 had an average score of 3.42 out of 5.00. Specifically related to the measurable outcomes of building performance, students also met the standard for Criterion 7.6, with an average score of 3.21 out of 5.00. As part of its annual assessment process, the department will continue to regularly review results and identify opportunities to further enhance achievement of Outcome 7.	

| PC.4 – History and Theory | *Action Step* 1: **Add a required architectural history course to the M.Arch. curriculum.**

In collaboration with the office of curriculum management, and with approval from the Curriculum Leadership Committee, the architecture department added the architectural history course ARLH 702 History of Architectural Theory and Criticism as a program requirement to directly address PC.4.

In this existing course, students focus on significant theoretical texts in the history of architecture from antiquity to the present, and critically analyze and interpret the diverse historical and dynamic forces that shaped architecture throughout history.

Complementing course content, the architecture department offers myriad extended learning opportunities to further advance student's understanding of the structures and experiences that frame architectural history and theory. Programming includes SCADextra workshops and School of Building Arts lecture series and Architecture Peer Practice Sessions. | *Started:* Spring 2022
Completed: Summer 2023 |
| | *Action Step 2*: **Enhance history and theory assessment language to more explicitly align with PC.4 and incorporate that language into the department's annual assessment process.**

As part of SCAD's programmatic assessment process, the architecture department annually assesses achievement of PC.4 History and Theory based on two scoring guide criteria. In collaboration with the office of institutional assessment, the architecture department enhanced those criteria to better align with PC.4 and more explicitly assess students' understanding of both history and theory.

The revised criteria now state:
• Criterion 1.1: The student conducted research and analysis that demonstrates understanding of the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.
• Criterion 5.1: The student created a design solution that responded to and respected cultural, historical, environmental, and/or symbolic contexts.

In Spring 2023, the architecture department incorporated the new scoring guide criteria into the annual assessment process and faculty | *Started:* Fall 2022
Completed: Spring 2023 |

	evaluated student work from ARCH 799 Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition. Results from that assessment process indicate that students met the standard for Criterion 1.1 and Criterion 5.1., earning average scores of 3.50 out 5.00 for each. Based on the successful assessment of Criteria 1.1 and 5.1, the department will continue to annually assess PC.4 using the enhanced criteria and ARCH 799 as the direct assessment point. The department will continue to regularly review results and identify opportunities to further enhance students' understanding of history and theory.	
4.3 – Evaluation of Preparatory Education	*Action Step 1*: **Assign ARLH 501 History of Modern Architecture to applicants who do not demonstrate appropriate pre-professional knowledge of architectural history and theory.** In addition to requiring an architectural history course as part of the M.Arch. curriculum, the architecture department also verifies that students have the requisite pre-professional architectural history and theory acumen through a robust graduate admission review process. This process, described below, is applied uniformly to all applicants regardless of undergraduate degree or discipline. Following initial verification of the applicant's undergraduate transcripts by admission, the architecture department uses a comprehensive [M.Arch. Graduate Admission Review Form](#) to assess and document each applicant's suitability for the program across a range of criteria, including GPA, portfolio review, and pre-professional knowledge and skills. As clearly indicated on pg. 3 pf the form, applicants who do not demonstrate appropriate undergraduate foundations in architectural history and theory are assigned [ARLH 501 History of Modern Architecture](#). ARLH 501 traces the evolution of modern architectural design from the mid-18th century to the present. The course addresses 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. As evidence of this process in practice, the [department's review](#) of a recent applicant's transcript, résumé, portfolio, pre-professional architectural knowledge, and more resulted in	*Started*: Prior to the NAAB visit *Completed*: This action item is part of the university's ongoing admission processes and was in place prior to the NAAB visit.

	the assignment of four graduate-level intensive courses beyond the standard M.Arch. curriculum, including ARLH 501 History of Modern Architecture.	