

# ***2023 Visiting Team Report***

Truckee Meadows Community  
College  
Division of Technical Sciences

B.Arch.

Initial Candidacy Visit  
November 20-21, 2023

# **NAAB**

National  
Architectural  
Accrediting  
Board, Inc.

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For Program COF

## I. Summary of Visit

### a. Acknowledgments and Observations

First, the visiting team would like to acknowledge the hard work and dedication of Kreg Mebust. His enthusiastic attitude and candor through the accreditation visit made the visit easier for the team to grasp the unique context and complexities of the program. Furthermore, the team appreciates the virtual hospitality, participation, and contributions of the administrators, including President Dr. Karin Hilgersom, Chief Academic Officer Dr. Jeff Alexander, and Dean Dr. Kim Harrell during the virtual team visit. The visiting team appreciates the time that faculty contributed to collecting syllabi, course schedules, documents, and student work samples for the NAAB team to review. The team also recognizes members of the Advisory Board and the Program leadership Council, Jeff Frame and Nate Hudson, who are committed to the success of the transformational Bachelor of Architecture program within the framework of Truckee Meadows Community College (TMCC). Their hard work leading up to and during the visit helped make our visit productive and enjoyable.

The program is backed by the wholehearted support and enthusiasm of the administration, faculty, staff, students, and the professional community, all united in the pursuit of the common objective of establishing a high-quality B.Arch. degree program. Like any endeavor to launch a new program, there are various financial, physical, human, and other resources required to guarantee success. The program has adeptly recognized the opportunities and challenges on the horizon and is advancing toward the attainment of its short- and long-term goals. Among these concerns are the limited pool of local faculty to support future student growth, as well as the need for additional studio and student learning facilities. Students are articulate, authentic, and are excited about their role in the founding and beginnings of this new program. We appreciated the open and candid conversations we had with all the students and wish them well in their professional education and future endeavors.

The program has made strides in advancing its Plan for Achieving Initial Accreditation. At the time of this visit, the first cohort of students is currently in the fall semester of their fourth year within the five-year B.Arch. program. The program presented an Annual Program Report (APR) and a virtual campus tour, enhancing the team's understanding of the program's context in the virtual visit format. Although supplementary materials were provided for ongoing or completed courses during the visit, comprehensive supporting materials for all courses are not yet available, and a recurring self-assessment model for evaluating student learning outcomes and adjusting curricula has not been completed for the entire curriculum. The program should leverage the unique program structure of the Program leadership Council to continue developing the program curriculum through its assessment process.

While at the time of this visit many conditions are in progress and much of the Program and Student Criteria (PC/SC) are Not Yet Met, the program appears on track with its Plan for Achieving Initial Accreditation. Looking ahead, the faculty and administration appear well-prepared and cognizant of the tasks ahead, including completing the remaining year and a half of the curriculum, establishing a recurring self-assessment program to showcase evidence-based student learning outcomes, and securing the necessary physical, financial, human, and other resources essential for the successful education of B.Arch. program students. The team encourages the program to leverage the insights gained from this visit and the ensuing process, along with this report, to steer their endeavors toward reaching that significant milestone.

### b. Conditions with a Team Recommendation to the Board as Not Achieved

#### **Conditions Not Yet Met/ In Progress**

##### PC.1 Career Paths

PC.2 Design  
PC.3 Ecological Knowledge and Responsibility  
PC.4 History and Theory  
PC.5 Research and Innovation  
PC.6 Leadership and Collaboration  
PC.7 Learning and Teaching Culture  
PC.8 Social Equity and Inclusion  
SC.1 Health, Safety, and Welfare in the Built Environment  
SC.2 Professional Practice  
SC.3 Regulatory Context  
SC.4 Technical Knowledge  
SC.5 Design Synthesis  
SC.6 Building Integration  
5.2 Planning and Assessment  
5.4 Human Resources and Human Resource Development  
5.5 Social Equity, Diversity, and Inclusion  
5.6 Physical Resources  
5.7 Financial Resources  
5.8 Informational Resources  
6.3 Access to Career Development Information  
6.5 Admissions and Advising  
6.6 Student Financial Information

## II. Progress Since the Previous Site Visit

**2023 Team Analysis:** Not applicable for initial candidacy visits.

## III. Program Changes

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

**2023 Team Analysis:** Not applicable for initial candidacy visits.

## IV. Compliance with the 2020 Conditions for Accreditation

### 1—Context and Mission (*Guidelines, p. 5*)

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

- The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
- The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

- The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

**Described**

**Program Summary Statement of 1 – Context and Mission**

Truckee Meadows Community College program of architecture has created two onramps: one via the ACE High School dual credit and a second for high school graduates and non-traditional students returning for a second career. The existing two-year associate degree, initiated in 1984, created a solid foundation for the next step, a Bachelor of Architecture.

- When accredited, TMCC will be the first 5-year BArch serving Nevada and the first community college in the United States.
- TMCC's curriculum is informed by the mountainous high desert environment found in the Truckee Meadows and beyond to Lake Tahoe.
- TMCC is in the community and for the community it serves, as claimed by our designation as a Hispanic Serving Institution. This qualifies us to apply for two types of federal funding grants: Title III and Title V.
- The first two-years offer students integrated learning environments shared by degree seeker of Residential Designers, Landscape Architects, and Construction Management.

While we take advantage of our location in the high desert at the foothills of the Sierra Nevada Mountain Ranges, TMCC is geographically isolated for students interested in pursuing the minimum state requirements of a five-year degree in Architecture; the nearest is a four-hour drive to the Bay Area.

TMCC's architecture program is deeply embedded within the institutional context of the Nevada System of Higher Education (NSHE). TMCC, established in 1971, serves over 25,000 students annually across four campuses, with a focus on the Dandini and Edison Campuses. Geographically situated in Reno, Nevada, TMCC's architecture program draws inspiration from its unique surroundings. The region, characterized by its proximity to Lake Tahoe, experiences diverse weather conditions, snowfall, and seismic activity. The program leverages these geographical features as pedagogical influencers, emphasizing the integration of regional challenges such as climate change, drought, and housing crises into architectural education.

Diversity within the Reno community significantly impacts the program's mission. With a population comprising Caucasian, Latino, Asian, and Black/African American ethnicities, TMCC's architecture program mirrors this diversity. Students are encouraged to engage with and design for the emerging cultural nuances found in the region, fostering a socially responsible and inclusive approach to architectural education. The architecture program aligns with Nevada's solar economy and focuses on sustainable design solutions, preparing students for the evolving demands of the industry.

The program's institutional setting further enriches its academic context. Positioned adjacent to the University of Nevada, Reno, and the Desert Research Institute, TMCC collaborates on academic possibilities related to hydrology, sustainability, and seismic activity. The architecture program, housed within the Division of Technical Sciences, shares space with other technical education programs, fostering a multidisciplinary approach. TMCC's commitment extends beyond academia, actively engaging with campus-wide and community-wide initiatives. From sustainability-focused committees to collaborations with local non-profits and city planning initiatives, the program's involvement highlights a dedication to real-world problem-solving and community impact. Encouraging holistic learning experiences, TMCC facilitates student and faculty engagement through various avenues, including the American Institute of Architecture Student Club (AIAS),

interdisciplinary learning communities like FREE, and partnerships with external organizations such as the Nevada Museum of Art. The program's emphasis on these opportunities reflects a commitment to nurturing well-rounded, socially conscious architects. In response to changing circumstances, including the pandemic, TMCC's architecture program maintains flexibility in its delivery format, primarily offering face-to-face classes with some web-based components. The program's commitment to adaptability and responsiveness is evident in its continuous review of course modalities through the Architectural Advisory Board. In summary, TMCC's architecture program stands at the intersection of academic excellence, community engagement, and regional sensitivity. Shaped by its institutional context, geographic setting, and diverse community, the program embraces a mission that not only prepares students for professional success but also instills a sense of responsibility towards the evolving challenges of the architectural landscape.

## **2—Shared Values of the Discipline and Profession** *(Guidelines, p. 6)*

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

**Design:** Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession. *(p.7)*

**Environmental Stewardship and Professional Responsibility:** Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them. *(p.7)*

**Equity, Diversity, and Inclusion:** Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education. *(p.7)*

**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline. *(p.8)*

**Leadership, Collaboration, and Community Engagement:** Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work. *(p.8)*

**Lifelong Learning:** Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings. *(p.8)*

### **Described**

#### **2023 Team Analysis:**

The Bachelor of Architecture (B.Arch.) program at TMCC embodies a commitment to design thinking, focusing on the unique needs of diverse local ecosystems, such as Alpine Lake Systems, the Great Basin's ecological islands, and the Sagebrush steppes of Nevada and Oregon. Anchored in Reno, Nevada, a hub of cultural diversity and economic growth, the program places a strong

emphasis on the role of professional architects, emphasizing leadership and critical thinking as integral components of effective design.

Central to the B.Arch. program is the preparation of students to create aesthetically pleasing spaces and buildings that are responsive to ecological conditions. The program envisions architects as advocates for broader civic discourse. The campus community promotes environmental stewardship, fostering a value-driven learning environment. The curriculum incorporates coursework on land development, topographic form-making, and addresses contemporary issues like "Wildland Fires and Urban Interface."

The program's values of equity, diversity, and inclusion are deeply rooted in the community college ethos, where inclusivity is a core mission. The curriculum embeds these values, reflecting the commitment to serving a diverse population. The program's primary mission is to produce qualified professionals attuned to the evolving needs of employers in a rapidly changing environment. Special emphasis is placed on the unique challenges posed by the high desert climate, covering regionally specific sustainable environments, including solar design, building electrification, delicate watersheds, extreme weather, and wildfires.

While not primarily a research institution, the program provides practical research opportunities for students. Its close ties with local communities are evident through community service-based learning philosophies, regular collaborations with governmental agencies, employers, and the local architectural and arts community. The faculty, composed of practicing professionals, serves as role models for lifelong learning.

As a community college, TMC offers numerous post-degree learning opportunities, including non-credit courses and college-sponsored professional development days. Shared values are actively maintained through continuous evaluation and assessment by the administration, with key contributions from the Architectural Advisory Board and the Program Leadership Council. The team confirmed through meetings with these two entities, faculty, and students that their shared values are met.

### **3—Program and Student Criteria** *(Guidelines, p. 9)*

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

#### **3.1 Program Criteria (PC)** *(Guidelines, p. 9)*

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

**PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge. *(p.9)*

**Not Yet Met**

#### **2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 410 Professional Practice B Arch I /Learning Outcomes  
AAD 413 Professional Practice B Arch II /Learning Outcomes  
AAD 416 Professional Practice B Arch III

At the time of the visit, the instruction of these advanced courses had not been taught. The program did not provide evidence in the form of course materials (e.g., syllabi) for these courses.

During the visit, there seemed to be a disconnect between administration, faculty, and students as to how the program addresses career paths. For example, the program has just hired an AXP advisor, but students were not aware of the role this person would be taking, nor were they informed of the AXP process.

The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings other than providing reflection reports from the course faculty.

**PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities. (p.9)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 180 Design Foundation I  
AAD 181 Design Foundation I – Discussion AAE  
280 Design Foundations II  
AAE 282 Design Foundations III  
AAD 350 Design Studio I – evidence found in Student Criteria 3.2 AAD 351  
Design Studio II – evidence found in Student Criteria 3.2 AAD 452 Integrated  
Design Studio I – taught fall '23 for first time AAD 453 Integrated Design Studio  
II – not yet taught.  
AAD 455 Integrated Design Studio III – not yet taught AAD  
485 Thesis Design Studio – not yet taught.

The program only provided evidence for courses that have been taught to date. Individual course materials beyond syllabi were only provided for AAD 180, AAD 181, AAD 282. The evidence provided is limited to the extent that it does not demonstrate the full extent of how the curriculum meets the criterion. The program also included evidence of several lectures and events outside the curriculum that are provided by the local AIA and art museums.

Students are routinely assessed by not only their instructors but also outside jury members from the local professional community. While these assessments can be scored, they are kept in confidence between the juror and the student and only scores assigned by the instructor count toward each student's grade.

The program states in the APR that the Program Leadership Committee (PLC) meets at the end of each term or during breaks to assess the success of coursework delivered during the previous term based upon its intended and pre-planned outcomes, identify shortcomings, and develop a plan for improvement to be executed for the following year's curriculum and delivery.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit, the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.



**PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities. (p.9)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 101 Design with Nature AD 230 Design with Climate  
ABS 331 and ABS 351 Environmental Control Systems I & II

Two or three courses of the five courses defining the building systems sequence have been offered. As an outcome of the course sequence, students will be able to design buildings to meet energy standards for building performance. It is not yet clear from the evidence if students will understand the role the architect and buildings may have in mitigating climate change. A syllabus for the first course, AAD 101 Design with Nature was not included even though the course content appears very relevant. (Introduces the concepts of natural systems and their influence on human activity and the living environment, reviews the historical context and cultural adaptations and introduces the essential management and use of the natural systems—and the natural, biological, cultural, and design management philosophies). In AAD 230 Design with Climate, passive design responses for buildings are introduced. The next course in the sequence includes grading for landscapes and sites, mechanical heating and cooling systems, air quality, fire suppressions, and vertical transportation systems. The final course in the sequence ABS 331 ABS 351 Environmental Control Systems I & II focuses on the principles and design of integrated passive energy systems, mechanical electrical lighting systems, water use and conservation systems, storm and wastewater management and treatment, acoustic systems, as well as principles for evaluation of sustainable architecture.

The primary assessment practice for this PC are instruments used by the course instructor to evaluate a student's success in the course. How the individual course assessments are reviewed, considered, and coordinated across the course sequence and to the NAAB PC was not evidenced. Benchmarks in assessment are described as a course completion rate of 70%.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit, the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.

**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. (p.9)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 201 History of the Built Environment  
AAD 256 Introduction to Land Use Planning – taught fall '23 for first time AAD 461 Urban Theory and Design I – taught fall '23 for first time  
AAD 462 Urban Theory and Design II – has not yet been offered.

A review of the course syllabus for AAD 461 includes a textbook with broad examples of urban planning histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally. Student learning outcomes are not clearly stated in this syllabus. A review of AAD256 includes learning outcomes related to policies and programming impacting planning and development.

Assessment methods are identified as the instruments used by the course instructor. For this sequence, multiple-choice tests, and essay compositions. How the individual course assessments are reviewed and coordinated across the course sequence or for non-curricular experiences addressing this criterion are evidenced only in the collection of final course grading to benchmark a course completion rate of 70%. The APR notes its pursuit of open-access textbooks to reduce the cost of these courses.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit, the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.

**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.

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 350 Design Studio I  
AAD 351 Design Studio II  
AAD 452 Integrated Design Studio I – taught fall '23 for first time  
AAD 453 Integrated Design Studio II – not yet taught.  
AAD 455 Integrated Design Studio III – not yet taught.  
AAD 480 Thesis Research (Quantitative) – not yet taught.

At the time of the visit, the instruction of the advanced courses had not been taught. The program did not provide evidence in the form of course materials (e.g., syllabi) for these courses. The evidence provided in AAD 350 and AAD 351 is limited and demonstrates an introduction in architectural research and innovation.

The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings other than providing reflection reports from the course faculty.

**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. (p.9)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 452 - Integrated Design Studio I

AAD 453 - Integrated Design Studio II  
AAD 455 - Integrated Design Studio III

At the time of the visit the instruction of the advanced courses had not been taught. The program did not provide evidence in the form of course materials for these courses.

The program also did not provide evidence of recurring assessment and modifications to the curricula based on the assessment findings other than providing reflection reports from the course faculty.

**PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff. (p.9)

**Not Yet Met**

**2023 Team Analysis:**

The program fosters a positive and respectful environment that encourages educational environments for students to navigate the mandates of contemporary architectural practice while addressing our socio-economic issues within our urban and rural regions.

Every staff member is responsible for implementing these values in their respective classes. TMCC invites community members to participate in the vitality and passion of studio work and discussion. Student performance is measured by the level of dialogue, innovation, and the design process as well as by the quality of work produced; the weight of one doesn't overshadow the others. A culture of constructive critique is being developed so that students grow their design spirit to become critical yet optimistic contributors to society.

Assessment by faculty and staff was not included, and no action plan for responding to the assessment was described in the APR.

**PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities. (p.9)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 201 History of the Built Environment AAD 350 Design Studio I  
AAD 452 Integrated Design Studio I – taught during fall '23 for first time AAD 453 Integrated Design Studio II – not yet taught.  
AAD 455 Integrated Design Studio III – not yet taught AAD 485 Thesis Design Studio – not yet taught.

A review of the course syllabi affirm that students are exposed to the diverse cultural conditions impacting architecture and this is evidenced in the AAD 201 History of the Built Environment and the inclusion of Islamic architecture and the Indigenous architecture of the Americas. It is not clear from the studio course syllabi that PC.8 is included in student learning outcomes.

At Truckee Meadows Community College, the makeup of the student body and faculty plays an essential role in deepening the understanding of cultural diversity and social contexts. Equity, Diversity, and inclusion are central to the long-range plans of the college as stated in their Long-Range Planning Goal #1. It states, "The B.Arch. shall be vigilant of an inclusive curriculum that welcomes and supports students from various socio-economic, culturally, physically, and educationally diverse backgrounds."

Assessment methods are identified as the instruments used by the course instructor. How the individual course assessments are reviewed and coordinated across the courses and studios or for non-curricular experiences addressing this criterion, are evidenced only in the collection of final course grading to benchmark a course completion rate of 70%. The APR notes conversations for a NOMAS chapter.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the Program Leadership Council PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.

### **3.2 Student Criteria (SC): Student Learning Objectives and Outcomes** *(Guidelines, p. 10)*

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

**SC.1 Health, Safety, and Welfare in the Built Environment**—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities. *(p.10)*

**Not Yet Met**

#### **2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 351 Design Studio II

ABS 332 Environmental Control Systems II.

AAD 452 Integrated Design Studio I – taught Fall '23 for first time

AAD 410 Professional Practice for B.Arch. I – taught fall '23 for first time AAD 413 Professional Practice for B.Arch. II – not yet taught.

AAD 416 Professional Practice for B.Arch. III – not yet taught AAD 480 Thesis (Research) – not yet taught.

AAD 485 Thesis Design Studio (Design) – not yet taught.

The team reviewed the course syllabi provided including ABS 332 Environmental Control Systems II. This class introduces the principles and design strategies of integrated passive and mechanical controls including electrical lighting systems, water use and conservation systems, storm and wastewater management and treatment, acoustic systems as well as principles for evaluation of sustainable architecture. Course Objectives include the student ability to recognize and apply the building principles of integrated passive/mechanical daylighting, potable and wastewater systems along with interior acoustic systems. The team's review of the student work included the semester-long design project for a day spa. Evidence demonstrated knowledge of solar positioning and cooling breezes. Student submissions demonstrated knowledge of elements within a roofing system and a wall system, however how design choices impact building performance and the health safety and welfare of its occupants was not evidenced.

The team also reviewed AAD 351 Design Studio II. This class furthers the continued development of the Architectural design process and projects that cultivate an understanding of structures, properties of materials and building tectonics. Emphasis is placed upon precedent analysis, basic code, and site related issues. Strong emphasis upon digital drafting methods which focus on digital platforms. The student learning outcomes described in the syllabus mention the building code, without further articulation of the SC1-NAAB criteria. The student work presented was a design project for a small mixed-use project including living units (4), retail and community programs. A review of the class assignments does not

include evidence of the SC-1 criteria. Images of the student work are photos of the final pin up with students presenting the work hanging behind them. This format for design projects makes it difficult to review for the SC-1 criteria. It is not clear whether students incorporated egress measures or how their designs are considering ways in which the building design impacts occupant health and wellness. Assessment methods are identified as the instruments used by the course instructor. How the individual course assessments are reviewed and coordinated across the courses and studios or for non-curricular experiences addressing this criterion, are evidenced only in the collection of final course grading to benchmark a course completion rate of 70%.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.

**SC.2 Professional Practice**—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects. (p.10)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 410 Professional Practice B Arch I /Learning Outcomes  
AAD 413 Professional Practice B Arch II /Learning Outcomes  
AAD 416 Professional Practice B Arch III

At the time of the visit, the instruction of the advanced courses had not been taught. The program only provided evidence in the form of course materials (e.g., syllabi) for AAD 410.

During the visit, there seemed to be a disconnect between administration, faculty, and students as to how the program addresses career paths. For example, the program has just hired an AXP advisor, but students were not aware of the role this person would be taking, nor were they informed of the AXP process.

The school envisions that these courses will focus on regulatory, theoretical, and professional practice using visits to regulatory agencies, architect offices, and job sites. The curriculum is designed to integrate with design studios and other coursework.

How the individual course assessments are reviewed and coordinated across the courses and studios or for non-curricular experiences addressing this criterion, are evidenced only in the collection of final course grading to benchmark a course completion rate of 70%.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit, the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.

**SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project. (p.10)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 351 Design Studio II  
AAD 410 Professional Practice I – taught Fall '23 for first time  
AAD 453 Integrated Design Studio II – not yet taught.  
AAD 413 Professional Practice II – not yet taught.  
AAD 452 Integrated Design Studio I - taught Fall '23 for first time  
AAD 455 Integrated Design Studio III – not yet taught.  
AAD 416 Professional Practice III – not yet taught AAD 485  
Thesis (Design) – not yet taught.

At the time of the visit, most of these courses had not yet been taught. The program did not provide substantial evidence in the form of policy documents, individual course materials, as well as documentation of activities occurring outside specific courses for the courses not yet taught. Only limited syllabi were presented for ADD 351, ADD 410, and AAD 452.

The program provided an action plan assessment for ADD 351 along with final jury evaluations, but it was unclear how they addressed the criteria in regulatory context. How the individual course assessments are reviewed and coordinated across the courses and studios or for non-curricular experiences addressing this criterion, are evidenced only in the collection of final course grading to benchmark a course completion rate of 70%.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.

**SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. (p.10)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

ABS 321 Construction Tech I  
ABS 332 Environmental Control Systems II  
ABS 341 Structural Systems I  
ABS 440 Structural Systems II

A review of ABS 331 and ABS 322 content (fall 2022 & spring 2023) included a package document where enclosure, structural, and environmental systems are identified for the student's design project which is a Day Spa developed in AAD 351. The resulting two-semester package demonstrates the student's awareness of site influences, various building systems and products available to the designer with the student's observations and selections applied to the schematic design. The matrix of project goals and objectives is a key to setting performance expectations, but there is no evidence that the selected strategies were evaluated for their performance.

Design projects are modest in scale and light wood framing appears to be the structural solution, although steel framing is likely for some projects. Life safety systems were not covered and are not present in the student's design project. Student wall sections (developed in ABS 321) are highly schematic enclosure systems and typically on stud wall framing without reference to structural forces/bearing conditions. The performance of these enclosure systems is not evidenced.

How the individual course assessments are reviewed and coordinated across the courses and studios or for non-curricular experiences addressing this criterion, are evidenced only in the collection of final course grading to benchmark a course completion rate of 70%.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.

**SC.5 Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions. (p. 12)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

AAD 350 Design Studio I  
AAD 331 Environmental Control Systems I  
AAD 332 Environmental Control Systems II AAD 351 Design Studio II  
AAD 452 Integrated Design Studio I – taught Fall 23 for first time  
AAD 453 Integrated Design Studio II – not yet taught.  
AAD 455 Integrated Design Studio III – not yet taught AAD 480 Thesis (Research) – not yet taught.  
AAD 485 Thesis (Design) – not yet taught.

The program provided evidence for ADD 350, ADD 351, ADD 331, and ADD 332. The evidence in each of the individual courses demonstrated some of the individual requirements such as user and regulatory requirements, but there was not a project that demonstrated the students' ability to synthesize all the criteria into one. It is understandable that this criterion is not yet met due to a fully integrated or design thesis studio having not yet been taught.

The program did not provide evidence in the form of policy documents, individual course materials (e.g., syllabi) as well as documentation of activities occurring outside specific courses for the courses not yet taught.

How the individual course assessments are reviewed and coordinated across the courses and studios or for non-curricular experiences addressing this criterion, are evidenced only in the collection of final course grading to benchmark a course completion rate of 70%.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.

**SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance. [\(p. 12\)](#)

**Not Yet Met**

**2023 Team Analysis:**

The program APR cited the following courses in which this criterion is addressed, or will be addressed:

ABS 440 Structures for Architects II  
ABS 332 Environmental Control Systems I  
ABS 321 Construction Technologies I  
AAD 351 Design Studio I and II.

The studio design project continues over two semesters and is brought into the environmental systems courses so that students may identify and select building systems and material assemblies for their project.

The course description for ABS 332 introduces the “principles and design of integrated passive and mechanical electrical lighting systems, water use and conservation systems, storm and wastewater management and treatment, acoustic systems as well as principles for evaluation of sustainable architecture.” Course learning outcomes identified in the syllabus include “Students will identify common building design principles and theories of integrated passive / mechanical electrical lighting and acoustic systems.” The stated assessment measure for this rubric is quizzes. The criterion focuses on the ability to make design decisions which is not evidenced in the exams provided.

A review of ABS 332 student work (spring 2023) included a package document where enclosure, structural, and environmental systems are identified for the student's design project which is a Day Spa developed in AAD 351. For ABS 331 (fall 2022) the students also used the Day Spa design project. Content in the final document package spans both ABS 331 and ABS 332. The resulting two-semester package demonstrates the student's awareness of site influences, various systems, and products available to the designer with the student's observations and selections applied to the schematic design. The matrix of project goals and objectives is a key to setting performance expectations, but there is no evidence that the selected strategies were evaluated for their performance. The student work did not evidence integrated building systems. A structural grid is absent even when a student identifies steel as their choice for “structure.” Design projects are modest in scale although steel framing appears for some projects. Life safety systems were not covered and are not present in the student's design project.

Student wall sections (developed in ABS321) are highly schematic enclosure systems typically on stud wall framing without reference to structural forces/bearing conditions. The performance of these enclosure systems is not evidenced. The student work for ABS 440 Structures for Architects II was a multiple-choice exam. The exam format does not provide the opportunity for students to demonstrate an



integrated decision-making process and does not include measurable outcomes of material or building performance.

The APR describes final reviews, juries, and discussions as primary methods of assessment (for the student). The role of the PLC was also cited. The committee was recently formed and met for the first time just a few weeks prior to the team's visit. The PLC has yet to provide any written assessment or documentation back to the program for any advice or changes needed.

How the individual course assessments are reviewed and coordinated across the courses and studios or for non-curricular experiences addressing this criterion, are evidenced only in the collection of final course grading to benchmark a course completion rate of 70%.

The management structure for assessing the curriculum is described in 5.2 Planning and Assessment and the PLC has a significant role in monitoring outcomes and making recommendations. During the team visit we met with this recently established group and confirmed that the PLC's first meeting was in the last month. During the visit the team became aware of the program's curricular map. NAAB PC and SCs are included in the curricular map, which is under development.

#### **4—Curricular Framework** *(Guidelines, p. 13)*

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

##### **4.1 Institutional Accreditation** *(Guidelines, p. 13)*

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

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

**Met**

##### **2023 Team Analysis:**

The school's website (<https://www.tmcc.edu/accreditation>) demonstrates that it is accredited by the Northwest Commission on Colleges and Universities. It is also part of the Nevada System of Higher Education.

##### **4.2 Professional Degrees and Curriculum** *(Guidelines, p. 13)*

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

- 4.2.1 **Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students. (p.13)
- 4.2.2 **General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge. In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution. (p.14)
- 4.2.3 **Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors. (p.14)

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

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

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

**Met**

**2023 Team Analysis:**

The TMCC catalog link took the team to the description of the Bachelor of Architecture program. On the degree requirements page, the 150-credit program is captured in four categories with courses and credit hours. The four categories are “General Education,” “Additional College Requirements,” “Degree Requirements,” and “Electives.” A footnote associated with the degree requirements does not contain additional information.

Further, NAAB’s reference to the clarity in defining the required “Professional Studies” is held within the category “Degree Requirements.” This category is clearly professional content courses.  
(<https://catalog.tmcc.edu/degrees-certificates/barch/>)

**4.3 Evaluation of Preparatory Education** *(Guidelines, p. 16)*

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

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

**Met**

**2023 Team Analysis:**

Students enter the program in two ways. The first is to apply for admission into the program as a first-year student; and the second as a transfer to enter the program into year three. All students submit a portfolio for review to enter the third year of the B.Arch. program. The faculty and academic director review the portfolios. It is unclear what the criteria is for the portfolio review. Based on meetings with the program, evaluation of transfer credits, baccalaureate degrees, and associate degrees is properly documented by the academic advisor and the registrar for approval of credits. For students who receive credit for courses taken outside of the institution, syllabi are reviewed, an interview is held with the student, and student work samples are reviewed if required. The process for this can be found through (<https://www.tmcc.edu/steps-to-enroll>). This was verified through the virtual site meetings with both the program and college advisors.

## **5—Resources**

**5.1 Structure and Governance** *(Guidelines, p. 18)*

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

- 5.1.1 **Administrative Structure:** Describe the administrative structure and identify key personnel in the program and school, college, and institution.

5.1.2 **Governance:** Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

**Described**

**2023 Team Analysis:**

TMCC, by nature, has its own unique institutional approach versus a university. Institutionally, areas of study are divided amongst five divisions. Serving the architecture program is the Division of Technical Sciences as distinguished by the focus on career and technical fields, home to the architectural program. Other programs within Technical Sciences include Transportation, Welding, Machining, Advanced Manufacturing, HVAC, and Aviation.

Hierarchically, the division is led by the dean, director, and chair. All three positions oversee all programs: none solely for architecture. Each program has its own Advisory Board (AB). All ABs are composed and led by discipline practitioners. Each program is required to have a board and to hold meetings once per semester. The architecture program created the PLC, a subset to the Architecture Program's Advisory Board. At this moment, the PLC meets once a semester, prior to the Advisory Board. The PLC comprises the following positions: Architects (2-3), full time architecture faculty, Technical Sciences Chair, Technical Sciences Director, and a student representative. The dean of Technical Sciences is responsible for and has general administrative authority over the divisional affairs in the areas of educational policies, annual budgets, personnel, hiring, and teaching assignments. The dean provides leadership pertaining to academic programs and their adherence with college policies and guidelines; all divisional deans meet weekly with the vice President of Academic Affairs (VPAA). In turn, the dean is reviewed by the VPAA.

The director of Technical Sciences staff oversees and ensures effective management of the Applied Technology Center (Edison Campus) operations including direct oversight and/or communication with TMCC's main campus. In consultation with the dean and faculty members, the director reviews and evaluate courses to ensure workplace relevance and currency within each discipline; collaborate with faculty on curriculum changes, additions, or deletions; evaluates use of resources and provide input to the dean on changes to resource allocation; initiate departmental resources and budget requests, including grant and external funding; and manages departmental budgets and coordinate annual inventory of equipment with program faculty.

The chair of Technical Sciences oversees all academic faculty positions, which have additional administrative duties associated with the operations and management of a department/unit of the College. Department Chairs may have a reduced instructional workload, additional contracted days and/or stipends to compensate them for additional responsibilities.

The team met with all of the representatives in the administrative hierarchy. The organization presented is not typical of your traditional academic administration. This is due to the small size of the program and how it fits within a community college. After meeting with the limited staff, faculty, and students, the current director of Technical Sciences, Kreg Mebust, runs the day-to-day operations and the intention of the PLC is for any direction in curriculum and academic decisions. This administrative organization is working for now, but it is evident that any increase in the size of the architecture program will overburden the director position and the program would benefit with a sole director overseeing the program.

Faculty, staff, and students have an integral role in the governing structure of the institution to the program level. Faculty are represented by the Nevada Faculty Alliance in contract relations with the administration. The TMCC Faculty Senate is the officially designated organization representing members of the TMCC faculty to assure faculty participation in the formulation of institutional policies, goals, and in their evaluation. Students are represented by the Student Government Association. The program is represented in each of these organizations. Faculty, staff, and students have been and are part of the development of strategic planning and by-law development. These are important and are also integrated

in its mission to promote student success, academic excellence, and access to lifelong learning by supporting high quality education and services within our diverse community. At the program level, faculty and students are part of the PLCI, which is charged with matters concerning strategic master planning, classroom space/allocation/requisitions, review and evaluate courses to ensure workplace relevance and currency within each discipline, and policy recommendations.

## **5.2 Planning and Assessment** *(Guidelines, p. 18)*

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

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

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

### **In Progress**

#### **2023 Team Analysis:**

The planning and assessment process is still being developed. The program states, in several instances, that the programs, classes and other entities are still in pilot stages.

The school has articulated a multi-year plan to "build out" a full B.Arch. curriculum, though it has not been fully implemented at this time. This also results in a lengthy list of future developments, even for the existing coursework. The program is highly aware of the uniqueness of the student body they serve, as a two-year college moving towards more professional degrees, and maintains that focus in their planning.

Due to the program being in the developmental stage, KPI's are not specifically developed for the Bachelor of Architecture program currently. The APR uses KPIs implemented to achieve TMCC and Nevada System of Higher Education goals in access, student success, closing the achievement gap, workforce, research, and stewardship of resources. The program notes that some of these KPIs do not apply to their program.

The school presents a detailed plan in developing additional courses that will assist in meeting the stated mission to "provide high-quality instruction that promotes leadership, vision, social responsibility, and sustainability to prepare students for entry level and professional positions, continued and advanced studies and lifelong learning."

In some cases where the program is more developed, the objective assessment measures are not always clearly defined. For example, in several cases they rely on the instructor to determine assessment methods, as opposed to having a consistent method that could be uniformly implemented, regardless of the instructor. In newer courses, evidence is still being gathered and was not available to assess. The school reports that they are in the process of developing long term benchmarks for a number of the criteria.

The school has articulated a number of strengths, challenges, and opportunities in the APR. Within the program itself, as it currently exists, the school is primarily focused on the continued build-out of the program. Many of the courses either are being taught for the initial time or have not yet been taught due to the recency of the program's initiation.

The school views its partnerships with its sister institutions within the Nevada System of Higher Education, as well as an Academy of Career Education, where students receive credit at TMCC for their work relating to architecture focused classes. The program sees challenges in the geographic location and limited space within the college. This limits the ability for students to have dedicated workspaces, including a fabrication lab. The program sees opportunities in building upon relationships with neighboring schools, such as University of Nevada, Reno, which do not offer architecture degrees to construct collaborative learning opportunities. The program utilizes a Program Leadership Council, including outside resources, to guide the program at this time. Minutes of the Council's meetings indicate they are focused on the further development of the program.

The APR states that all the part-time faculty are either practicing architects or landscape architects, though this seems to be contradicted by the faculty roster provided in the APR.

### **5.3 Curricular Development** *(Guidelines, p. 19)*

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

- 5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.
- 5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

#### **Demonstrated**

#### **2023 Team Analysis:**

The program has developed a process for assessing the curriculum and adjusting. With small enrollment and few full-time faculty and administrators, the program's Advisory Board and Program Leadership Council hold significant roles. Working professionals and alums are the primary membership of these groups.

The program works with the institutional assessment staff and uses the eLumen platform to capture faculty course assessments. These "scorecards" result in an action plan based on the aggregate data across several course sections that is developed by a "course coordinator." NAAB PCs and SCs are often attached to course syllabi but do not find their way into the course student learning outcomes. For institutional assessment processes, curricular mapping is being developed and the NAAB SCs and PCs are included. Institutional Program Unit Reviews (PUR) occur every five years and are a process based on a unit self-study and data collected through the eLumen platform.

There is a clear set of relationships for curricular development that begins with and relies on the instructor at the course level. The instructor conveys assessment outcomes and develops action plans that are forwarded for approval to leadership that includes the Program Leadership Committee, the Architectural Advisory Board and the department/division chair and dean. The program is small with few full-time faculty (2) and few leaders with disciplinary knowledge and although there are numerous roles and responsibilities, many in these roles are less familiar with professional practice and architectural education. This is a new management structure and during the visit the team confirmed that the PLC convened for the first time in the last month.

### **5.4 Human Resources and Human Resource Development** *(Guidelines, p. 19)*

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional

faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

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

### In Progress

#### **2023 Team Analysis:**

The program has very few full-time faculty. Currently, there are only two full time instructors listed, neither of which are practicing architects. Of the thirteen part-time faculty, five are practicing architects. The APR notes, for instance, a goal to “expand the faculty through targeted hires that possess knowledge in critical research areas at both tenure track and Part-time levels.”

The program has identified a former NCARB president as their Architect Licensing Advisor. The advisor is not indicated on the faculty roster contained in the APR, so the program should clarify his role.

The school has identified a number of training opportunities for faculty and staff related to standard requirements for continued employment at the College. There were no specific opportunities related to architecture noted, nor was any funding source identified.

The program utilizes several programs related to advising and placement that are available to the entire student body. There was no specific career guidance noted related to architecture. In addition, there is no specific mention of portfolio development or internships in the APR.

#### **5.5 Social Equity, Diversity, and Inclusion** *(Guidelines, p. 20)*

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

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

**☒ In Progress**

**2023 Team Analysis:**

The APR identifies the mission of The TMCC Equity, Inclusion and Sustainability Office (<https://www.tmcc.edu/diversity>) however it is not clear if this resource has had any impact on the BArch program staff. This college-wide unit holds goals for building and maintaining a non-discriminatory environment and offers training, however it is not clear if the BArch program staff and faculty have participated.

The APR did not identify a plan for maintaining or increasing diversity in its faculty and staff. A comparison of faculty and student demographics was included.

A plan for increasing student diversity was not included; increasing student enrollment (which is small) is a primary goal. TMCC is a Hispanic serving institution and therefore has access to additional student aid for Hispanic students.

Institutional policies were identified. The TMCC Policy and Statement Regarding Equal Employment Opportunity/Affirmative Action is found at <https://www.tmcc.edu/diversity/eeo>.

The program identified the College's Disability Resource Center for students as the main resource to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities. The center can be found at <https://www.tmcc.edu/disability-resource-center>.

**5.6 Physical Resources** (*Guidelines, p. 21*)

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

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

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

**☒ In Progress**

**2023 Team Analysis:**

The architecture program provides three studio spaces on the second floor to facilitate studio-based learning. EDSN 210 accommodates seventeen students with ADA-compliant features and computer-equipped tables. EDSN 221 & 221A is a capacity expansion project dedicated to the architectural program, featuring wall-mounted monitors and a writable wall surface. EDSN 264 & 265 includes a studio space with clustered desks for informal interactions and an adjacent classroom equipped with copiers, a writable wall, and a projector screen. Challenges faced include the absence of dedicated studio spaces and desks, prompting future identification as the program grows. Currently, students transport their materials, but the consideration of lockers is underway. Additionally, EDSN 265 faces scheduling challenges with a single door, prompting plans for a second door on the West wall. The entire building is Wi-Fi-enabled, with access points in low-bandwidth areas. The team viewed the video showing the spaces and interviewed both faculty and students about the accommodation for studio spaces. The biggest concern is students don't have any dedicated studio space to do their work. Students must find



temporary space in the building before and after class. The students also found it difficult to access the studio spaces outside of class time. The spaces are locked outside of class.

In addition to the studio spaces distributed across the second floor, the building features conference rooms and informal study areas/student lounge spaces. The distinctive layout of EDSN 264 includes an interconnected classroom, EDSN 265, allowing for lectures followed by studio time. The first floor hosts a two-story central hub space beneath the mezzanine, often unused but suitable for in-class demonstrations, large projects, and lectures. Small group study areas are available adjacent to central studio spaces. The first-floor computer lab is well-equipped with an "E" size plotter, an 11x17 Xerox copier, and up-to-date computer stations for software like AutoCAD, Revit, and Adobe Suite. Project juries take place at the Mezzanine Gallery, providing an ideal linear circulation configuration for student displays. Wood fabrication opportunities exist in the unconditioned metal building west of room 264, with students having previously fabricated an 8'x10' tiny home. Discussions about improvements to create a conditioned space often involve the Architectural Advisory Board/Program Leadership Council. Discussions with faculty and staff about these spaces found that access to these spaces was not always available.

Full-time faculty members each have dedicated offices within Edison, while part-time faculty can choose offices on either the first or second floor. All offices are well-equipped with computers and printers, and two conference rooms are available for prep work or meetings between students and faculty. Given that most part-time faculty are practitioners, prep work typically takes place offsite. The computer lab is open to both faculty and students during scheduled classes, and additional resources such as the Learning Resource Center (Library) and the adjacent testing center are accessible to all. Student advising occurs informally with instructors or formally at the Edison Campus, where an advisor is available weekly, or at the main campus. Both options facilitate drop-ins or scheduled appointments. Information Technology staff are readily available for assistance, accessible via phone or in-person for support with PC towers or laptops. Conversations with students found that access to the computer lab in the library had limited hours and access before and during busy times in the semester.

The Edison campus offers versatile learning environments with open studio spaces, conference rooms, a spacious central hub, and computer labs designed to foster various learning formats and pedagogies. Both studio spaces, Edison 210 and 264 (soon to include room 221), as well as all classrooms, are equipped for Zoom/live synchronous online presentations. In addition to traditional academic offerings, the campus provides diverse learning opportunities in fields such as welding, machining, construction management, and HVAC/R. Discussions with faculty and students confirmed these resources.

### **5.7 Financial Resources** *(Guidelines, p. 21)*

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

#### **In Progress**

##### **2023 Team Analysis:**

The Vice President of Academic Affairs at TMCC has shown substantial institutional support for the architectural program through various commitments. This includes a \$10,000 dedication to the architectural library, a \$40,000 commitment to enhance classroom capacity, and a commitment to allow classes to run even with low enrollments, facilitating program maturation. Financial resources for the architecture program are allocated through the Nevada System of Higher Education, with funds divided into categories like Instruction, academic support, student services, institutional support, operation and maintenance of plant, and scholarships and fellowships. The program benefits from state-funded positions, with lead faculty for credited and dual credit courses associated with the Bachelor of Architecture. Budget considerations at the division/department level involve letters of appointments, additional assignments, instructional assistants, and student workers. Program-level management

includes operating and lab expenses funded by the state, as well as self-support budgets, such as the "Revit" account established based on industry demand.

Full-time faculty, classified staff, and fringe benefits are state-provided and managed by TMCC's Budget Office. Part-time faculty, including instructors and instructional assistants, are also state funded. The program's operating expenses cover various needs, including memberships, instructor office supplies, and software. Equipment purchases are often funded through course lab fees, with additional routes available through Resource Allocation Plan (RAP) requests and the Perkins Competitive Process. The Carl D. Perkins Career and Technical Education funding, allocated based on Pell Grant counts, supports TMCC's Career and Technical Education programs.

Meetings with upper administration confirmed the support for the program through the initial stages of the program with low enrollments. Additional support for studio space and equipment will be needed as the program grows into upper-level courses.

### **5.8 Information Resources** *(Guidelines, p. 22)*

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

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

#### **In Progress**

#### **2023 Team Analysis:**

The college identified two libraries available to students. One library, the Learning Resource Center (LRC), contains publications and digital resources. The LRC is open four days a week between 10AM - 5PM and otherwise by appointment. The second library is the Elizabeth Strum Library, which appears to be on a different campus. That library contains donated collections that include structural engineering, home improvements and landscape design. No evidence was produced about the specific contents of either library.

The APR notes that the College has committed \$10,000 to the support of the architectural information at the LRC and confirmed that the funding is in place. The information was confirmed with meetings with library staff.

## **6—Public Information**

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

### **6.1 Statement on NAAB-Accredited Degrees** *(Guidelines, p. 23)*

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB *Conditions for Accreditation, 2020 Edition*, Appendix 2, in catalogs and promotional media, including the program's website.

#### **Met**

### 2023 Team Analysis:

The APR provided a link (below) to the TMCC Architecture program website with the required NAAB language. At the time of the visit, through standard navigation of their website, this information is also easily found under:

<https://www.tmcc.edu/applied-technologies/programs/construction-technologies/architecture-design-technology>

The information is also found on their online catalog at: <https://catalog.tmcc.edu/degrees-certificates/barch/#specialrequirementsandaccreditationtext>

### 6.2 Access to NAAB Conditions and Procedures (Guidelines, p. 23)

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

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

**Met**

### 2023 Team Analysis:

The APR provided a link (below) to the TMCC Architecture program website with the required NAAB documents. At the time of the visit, through standard navigation of their website, this information is also easily found under:

<https://www.tmcc.edu/applied-technologies/construction-technologies/architecture-design-technology/accreditation>

### 6.3 Access to Career Development Information (Guidelines, p. 23)

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

**Not Yet Met**

### 2023 Team Analysis:

The program reports that students have access to the College's career placement services, including a job board. There is no mention of specific assistance to architecture students. Students reported that their advisor is not specific to the BArch program and has limited office hours but is available by appointment.

### 6.4 Public Access to Accreditation Reports and Related Documents (Guidelines, p. 23)

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

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)

- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

**Met**

**2023 Team Analysis:**

The public has access to all of these reports and documents on the program's website. It is easy to locate, only requiring three clicks.

(<https://www.tmcc.edu/applied-technologies/construction-technologies/architecture-design-technology/accreditation>)

Areas where there is no applicable material yet are still noted on the accreditation information.

**6.5 Admissions and Advising** (*Guidelines, p. 24*)

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

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

**Not Yet Met**

**2023 Team Analysis:**

The team reviewed the TMCC Admission and Advising website through the link provided, <https://www.tmcc.edu/steps-to-enroll>. Application forms and instructions are provided.

The admission requirements are described, and a process for understanding the steps needed to gain admission to the BArch program is included on the website: "A student wishing to enroll into the BArch meets with a TMCC advisor. They are informed to declare a sequence of degrees: The Certificate of Achievement, Associate Applied Science degree in Architecture and Residential and the Bachelor of Architecture."

Forms and a description of the process for evaluating the content of a non-accredited degree was not clearly evident. Admission to the BArch program does not appear to be a "direct admit program" where first year students are in the BArch program. Rather, the students apply to the BArch program after completing some study. This process is evidenced by a statement on the admissions webpage, "Admission to the Bachelor of Architecture (BArch) program requires you to have already earned an Associate Degree in Architecture or have concluded two years of architectural instruction and be evaluated by faculty before admission." A process for reviewing and accepting course work of equivalencies was not available.

A link to the college's financial aid page was provided in the APR but is not available on the program's website. A link to financial aid was not included in the institutional website header or footer.

The APR did not provide evidence for the consideration of student diversity. Approximately 30 students enter the college's first year of associate degree education and only a small group of less than five students have moved into the BArch program.

**6.6 Student Financial Information** (*Guidelines, p. 24*)

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

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

**Not Yet Met**

**2023 Team Analysis:**

Access to current resources and advice for making decisions about financial aid can be found on TMCCs website TMCC Financial Aid <https://www.tmcc.edu/financial-aid>

Access to an initial estimate for tuition and fees can be found on TMCCs website. TMCC Tuition and Fees <https://catalog.tmcc.edu/tuition-fees/tuition-fees/#text>. Program level information regarding expenses specific to architectural education and program related expenses was not available.

For Program COI

## **V. Appendices**

### **Appendix 1. Conditions Met with Distinction**

*N/A*

For Program COF

**Appendix 2. Team SPC Matrix**

For Program COF

YEAR SEMESTER	Preparatory Education	Year 1		Year 2		Year 3		Year 4		Year 5		Non-Curricular Activity		
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring			
<b>Shared Values</b>														
Design														
Env. Stewardship & Professional Respon.					X									
Equity, Diversity & Inclusion				X										
Knowledge & Innovation														
Leadership, Collab. & Community Engmt.							X							
Lifelong Learning							X							
<b>Program Criteria (3.1)</b>														
PC.1 Career Paths														
PC.2 Design					X								X	
PC.3 Ecological Know. & Respon.		X												
PC.4 History & Theory					X									
PC.5 Research & Innovation														
PC.6 Leadership & Collaboration														
PC.7 Learning & Teaching Culture														
PC.8 Social Equity & Inclusion					X									
<b>Student Criteria (3.2)</b>														
SC.1 HSW in the Built Environ.														
SC.2 Professional Practice														
SC.3 Regulatory Context														
SC.4 Technical Knowledge														
SC.5 Design Synthesis														
SC.6 Building Integration														

X- Location of evidence found

**Color Coding Legend**

Fall 2023 start of classes Courses currently being taught for fist time, no evidence yet

Spring 2024 thru Spring 2025 Courses not yet taught, no evidence yet



### Appendix 3. The Visiting Team

Team Chair, Educator Representative  
Anthony Cricchio Chair of Instruction  
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For Program COF

## **VI. Report Signatures**

Respectfully Submitted,

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**Anthony Cricchio**  
Team Chair

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**Walter Hainsfurther, FAIA, NCARB**  
Team Member

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**Patricia Kucker, EdD**  
Team Member

For Program COF