

National Architectural Accrediting Board, Inc.

July 30, 2015

Dr. William R. Harvey, President
Hampton University
Hampton, VA 23668



Dear Dr. Harvey:

At the July 2015 meeting of the National Architectural Accrediting Board (NAAB), the directors reviewed the Visiting Team Report (VTR) for the Hampton University, Department of Architecture.

As a result, the professional architecture program **Master of Architecture** was formally granted an eight-year term of continuing accreditation.

The term is effective January 1, 2015. The program is scheduled for its next visit for continuing accreditation in 2023.

Continuing accreditation is subject to two reporting requirements.

First, all programs must submit an Annual Statistical Report (see Section 10 of the NAAB *Procedures for Accreditation*, 2012 Edition, **Amended**). This report captures statistical information on the institution and the program.

Second, a program that receives an eight-year term of accreditation is required to submit an *Interim Progress Report* two years after a visit and again five years after the visit. This requirement is described in Section 11 of the 2012 NAAB *Procedures*. The next statistical report is due November 30, 2015; the first interim progress report is due November 2017.

Finally, under the terms of the 2012 *Procedures for Accreditation*, programs are required to make the Architecture Program Report, the VTR, and related documents available to the public. Please see Section 5 for additional information.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Sincerely,

A handwritten signature in blue ink, appearing to read "Shannon B. Kraus", is written over a blue circular stamp.

Shannon B. Kraus, FAIA, NCARB, MBA, FACHA
President

cc: Robert L. Easter, Chair ✓
Kwendeché, AIA, Visiting Team Chair

enc.

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**Hampton University
Department of Architecture**

Visiting Team Report

Master of Architecture (168 credit hours)

**The National Architectural Accrediting Board
April 8, 2015**

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

Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments and Visit Summary	1
2. Conditions Not Met	1
3. Causes of Concern	2
4. Progress Since the Previous Site Visit	2
II. Compliance with the 2009 Conditions for Accreditation	
Part One (I): Institutional Support and Commitment to Continuous Improvement	6
Part Two (II): Educational Outcomes and Curriculum	15
III. Appendices:	
1. Program Information	27
2. Conditions Met with Distinction	28
3. The Visiting Team	29
IV. Report Signatures	30

I. Summary of Team Findings

1. Team Comments and Visit Summary

The visiting team finds that the Master of Architecture program embodies a strong and diverse learning environment, which has resulted in creative and well-documented student work:

- The team found the students to be very dedicated to learning and excelling within a physical environment that is very near capacity. The team has learned from this visit that Bemis Hall is a valued treasure whose presence has nurtured successful graduates for decades. Its ongoing status as a venue for the program's enhanced learning environment must be addressed as a priority.
- The team clearly realized that the dean, department chair, faculty, and staff are quite supportive of the aspirations and goals of the students.
- The program's mission to promote a hybrid approach to the traditional and digital means through which students document their creative work is a clear indication of the program's determination to keep abreast of the current trends in architecture.
- The provost remains quite supportive of the architecture program and endorses the university's distinctive capital fundraising campaign—in recognition of the 150th year of the university's existence—with a designated amount to be raised to fund a new or completely renovated building for the program. The team is impressed by the provost's goal of transforming the university into a researched-based campus, especially as it relates to the potential for growth within the architecture program. The provost stated that additional funding through Title III designated activities will target immediate needs for the renovation of Bemis Hall.
- We are encouraged by the fact that the program's advisory group is very supportive of the program and will be taking the lead in fundraising.
- The program was well prepared to receive the visiting team. The dean, department chair, faculty, students, and staff were very helpful and extremely hospitable during our visit. Throughout the visit, we were well received by the students, who were clearly expressive and well aware of the importance of accreditation.

The team wishes to point out that, in every instance, the leadership and faculty were responsive to, and helpful with, requests for additional information or clarifications. It was clear to the team that they have deep passion for the school and its mission. The team room was well prepared, allowing easy access to all of the carefully displayed exhibits and the other critical documents necessary for a proper evaluation of student work.

The team wishes to thank the entire Hampton University community for its hard work in preparing for our visit and for the support provided during our stay in Hampton.

2. Conditions Not Met

- I.2.3. Physical Resources
- B.6. Comprehensive Design
- C.3. Client Role in Architecture

3. **Causes of Concern**

- A. **“Right Size” for the Program:** On the one hand, the current building constrains the maximum size of the student body. On the other hand, the student body needs to be large enough to support a faculty, staff, and physical resources/equipment to deliver the core curriculum as well as electives, research, extracurricular projects, etc. The program needs to find the right balance between the capacity of the building, the capacity of the faculty, and the size of the student enrollment.
- B. **Building Security and Safe Access:** The building is open 24/7 to everyone, and the security person makes periodic visits during the late evening hours; however, the building is not secured through the use of working card readers.
- C. **Mandated Research:** Currently, there is a mandate for full-time faculty to propose two grants per term that can be applied for. Additionally, the provost said that the university is attempting to achieve a campus-wide research-based status. The faculty expressed a lack of research support and a lack of time to support the mandate. Moving forward with the research-based status application will require additional faculty time as well as administrative support for research.
- D. **Lack of Specific Site Design and Topography:** The influence of physical site features on overall project designs is uneven. These features include the existing conditions, topography, vegetation, and built context. The advanced projects after the third year do not seem to build on previous site analysis skills.
- E. **Rainwater Infiltration:** The interior space of the fifth-year studio experienced a serious leak in 2013 and 2015. The interior finishes have been repaired; however, the extent of the repair has not been tested. The studio may still leak.

4. **Progress Since the Previous Site Visit (2009)**

2004 Condition 6, Human Resources: *The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.*

Previous Team Report (2009): The Architecture program is at or near its limits in terms of the faculty's ability to deliver comprehensive instruction related to a Master of Architecture degree. It is important that measures are firmly in place to maximize the potential for the faculty and staff to thrive in their respective roles, minimize the possibility of disruption due to lack of human resources, and reinforce continuity in the program. Significant attention should be immediately paid to increasing the faculty staff to meet the demands of a Master's offering and providing methods of faculty engagement that enhance the potential for retention.

The sequential design studio curriculum forms the central focus of a professional architectural degree program, culminating in this case with a research-based terminal project. Due to increased class loads, particularly with regard to design studios, several of the faculty is required to lead multiple design studios in addition to fulfilling their other assignments, responsibilities, and

aspirations. This condition places significant stress on the faculty and has the potential to compromise the quality of the education delivered.

The program is at or very near its limits in terms of the faculty's ability to deliver comprehensive instruction. Action should be taken immediately to increase tenure-track faculty positions.

Previous Team Report (2012): With regard to Human Resources, we noted that an unusual increase in the student population occurred in the 2009-2010 academic year because of an influx of students from another school that was undergoing difficulties with its accreditation status. This placed a burden on the Hampton program, which was resolved in 2010 by reducing the student population back to a manageable level of 180 students for the 2010, 2011 academic year. By the 2011-2012 academic year, the student population totaled 159. This population together with the changes in faculty member totals brought the student-to-faculty ratio 91:18. The FE team sees a commitment in the admissions process to reduce the number of students accepted to a level appropriate to the faculty and facility support available.

The reassignment of a faculty member from part-time to full-time and the involvement of adjunct faculty have had a positive impact on the program. In addition, local architecture firms have added to the improvements in the student-to-faculty ratio and have assisted in design studio courses. Last year, the Department of Architecture experienced a successful collaboration with another institution to compete in the U.S. Department of Energy's Solar Decathlon and is continuing that collaboration into the current academic year.

2015 Visiting Team Assessment: There has been a reduction in faculty and student numbers since 2012, which slightly improved the student-faculty ratio found in the APR. The faculty is at or very near capacity to deliver comprehensive instruction, which can create a risk to the future viability of the program and limits its ability to take on research, extracurricular activities, or other enhancements to the program.

2004 Condition 8, Physical Resources: *The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.*

Previous Team Report (2009): Bemis Hall was constructed in 1931 and is structurally sound; however infrastructure systems and the building envelope are outdated and inefficient. Studio space is crowded and lecture rooms are poorly lit, arranged, and equipped. Even with these deficiencies, Bemis has a character and identity suited to architectural education and should be properly restored. Heating and cooling issues should be addressed in consultation with the Department Chair and faculty.

The Team sees a need for additional studio and faculty office space, a large architectural model-building shop, dedicated outdoor construction space, and a space to assemble the entire student body (200 seats). The existing library, while convenient, would yield program space if moved to Harvey Library. The ceramics studio located on the ground floor of Bemis is actually part of Liberal Arts' space.

Regarding digital technology needs, students accept the requirement to provide their own computers, yet they are frustrated that formal training is not offered on software they are required to purchase. In addition, students would appreciate greater access to the department's laser cutter and a wireless link to the department's plotters.

Previous Team Report (2012): The overcrowding witnessed by the 2009 visiting team has been mitigated by the reduction from the previous 192 students to the current population of 159. While efforts to find additional space by relocating some programs and/or considering adding additional space to the Bemis building have not been successful, several improvements have been made.

New desks, computers, and a large-format scanner have been secured as well as upgrades to mechanical systems for building comfort and a new roof on the Bemis building. Maintaining the library space in Bemis Hall, with the CADO Lab now integral to it, has resulted in a hub of activity in Bemis and adds to the community culture of the school.

The university continues to study options for expanding the physical resources of the department in addition to making an auditorium in another building available for the lecture series, which has allowed more flexible use of the large classroom spaces in the Bemis building.

2015 Visiting Team Assessment: There are continuing issues regarding rainwater infiltration in specific areas within the building. Heating and cooling are reported by students to be inadequate and inconsistent, depending on the need for the time of the year. Spaces in studios and various other facilities appear to be minimally adequate for the preparation of required documentation, based on student interviews and observation. See Causes of Concern regarding the adequacy of the facilities and the number of students enrolled in the "right size" comment.

Access to, instruction in, and use of department equipment—including, but not limited to, plotters, laser cutters, 3D printers, and model shop—is limited.

A university-wide, capital fundraising campaign is taking place over the next 5 years, which will result in the renovation and/or replacement of current architectural facilities.

The team notes that the program is succeeding despite the adversities caused by the current physical environment.

2004 Criterion 13.23, Building Systems Integration: *Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design.*

Previous Team Report (2009): This criterion is first addressed in ARC 304 and later in ARC 405-6. New faculty have been hired to teach ARC 304; the outlook for meeting this criterion in the future is certain. Current fourth year student work falls short in demonstrating the ability to capably and fully integrate building systems in the designs.

2015 Visiting Team Assessment: The building systems integration criterion, which is now SPC B.11., is **Met**. Evidence for the criterion is found in ARC 315 Environmental Systems.

2004 Criterion 13.28, Comprehensive Design: *Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability.*

Previous Team Report (2009): Comprehensive design ability is to be demonstrated in courses ARC 405-6, Advanced Architectural Design Studios. The Team did not find a comprehensive understanding of structural, environmental, and life-safety systems shown in the design work. An

understanding of some conditions was found, but projects, in general, fell short of comprehensive solutions.

2015 Visiting Team Assessment: Comprehensive design, which is now SPC B.6., is **Not Met**, but for different reasons than it failed to be met in 2009. Insufficient evidence was found for integrating A.9. Historical Traditions and Global Culture, as well as B.4. Site Design. While the building designs demonstrated a high level of integrating the other SPCs, the team did not find sufficient evidence of site analysis, site response, or site design, including, but not limited to, landscaping, topography, soil conditions, and overall context.

II. Compliance with the 2009 Conditions for Accreditation

PART ONE (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

PART ONE (I): SECTION 1 – IDENTITY AND SELF-ASSESSMENT

I.1.1 History and Mission:

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

2015 Team Assessment: The APR describes both the older and recent history of the program in the university and clearly places the program within the mission of the university.

I.1.2 Learning Culture and Social Equity:

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

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

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

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

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

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

2015 Team Assessment: This condition was **Met with Distinction** due to the program's big brother/big sister mentoring program along with social events between studios.

I.1.3 Response to the Five Perspectives: *Programs must demonstrate, through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.*

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The APR clearly describes the ways in which the faculty and students have contributed to the larger academic community.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The program and the university are particularly dedicated to preparing students to be professionals in a diverse global world, and have established a set of opportunities outside of the college to fulfill this goal. Evidence is provided in the APR.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The APR describes a set of activities and practices that provide students with an understanding of the regulatory environment.

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

[X] The program is responsive to this perspective.

2015 Team Assessment: The program has established a set of programs and approaches to aid students in making the transition from school to the professional environment, as described in the APR.

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

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

[X] The program is responsive to this perspective.

According to information in the APR, the program is notably attentive to preparing students to be active, engaged citizens.

I.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

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

2015 Team Assessment: The APR describes the program's standing strategic plan and its process for regularly reviewing progress on this plan. The self-assessment procedures (see below) provide data for this review process.

I.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

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

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

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

2015 Team Assessment: As demonstrated in the APR, the program has a broad set of assessment measures and methods.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources and Human Resource Development:

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

[X] Human resources (faculty and staff) are adequate for the program.

2015 Team Assessment: Evidence of adequate human resources was found through the APR and faculty interviews. Existing and future mandates for faculty research might require a reduction in the faculty teaching load. See Causes of Concern, Mandated Research.

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

[X] Human resources (students) are adequate for the program.

2015 Team Assessment: Evidence that meets this condition is found in the APR and on the university website.

I.2.2 Administrative Structure and Governance:

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

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

[X] Administrative structure is adequate for the program.

2015 Team Assessment: As described in the APR, the administrative structure is appropriate for the program.

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

[X] Governance opportunities are adequate for the program.

2015 Team Assessment: Evidence of adequate governance opportunities is found within the APR and the Student Handbook.

I.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited, to the following:*

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

[X] Physical resources are not adequate for the program.

2015 Team Assessment: Evidence was found—through the APR, a building inspection, and interviews with students, faculty, and staff—indicating that the existing physical resources are deficient due to rainwater infiltration, a poorly functioning HVAC system, and poor student access to learning tools and equipment. The capital fundraising campaign is expected to alleviate these deficiencies, either through the renovation or the replacement of the Bemis Laboratories. The provost called the architecture program a “crown jewel” of the university, and the capital fundraising campaign could, if successful, help provide the physical resources that the school needs.

I.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial resources are adequate for the program.

2015 Team Assessment: In the APR, there is evidence of a documented operating budget, multiple grants and gifts, and student access to various equipment and services. The total operating budget is lean, as demonstrated by limited hours for support and digital printing staff.

I.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

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

[X] Information resources are adequate for the program.

2015 Team Assessment: Information resources were found to be adequate as seen in the APR, during a tour of the facilities, and during interviews with the librarians, both at the library in the architecture building and in the main library. There are over 453,000 items in the main library and approximately 2,872 items in the architecture library located within the school. Of these items, 70,000 are e-books and 115 are databases, including architectural databases such as the Avery Index, JStor, and ArtStor. Visual resources include, but are not limited to, DVDs, books, oversized books, journals (bound and current), databases, e-books, past student theses, and a small number of construction documents. These resources correspond to the architecture program's mission, particularly through the separate library located in Bemis Hall. Quality and quantity are met through the resources that include staples of heavily used databases and journals such as the Avery Index digitally and GA Houses physically. Despite budget cuts within the main library, the volume of architecture physical text resources continues to grow at a decreased but steady rate. The program also includes a graduate assistant, who works in the evening and makes the library within the program accessible from 8:00 a.m. to midnight. Plans include eventually bumping up the status of this position to librarian assistant.

PART ONE (I): SECTION 3 – INSTITUTIONAL AND PROGRAM CHARACTERISTICS

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

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

[X] Statistical Reports were provided and provide the appropriate information.

2015 Team Assessment: Evidence of the appropriate information was found in the Statistical Reports given to the accreditation team.

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

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

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

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

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

2015 Team Assessment: Evidence was found in the Annual Report provided in the team room.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history, and context of the institution.*

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

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

2015 Team Assessment: Evidence meeting this condition was found in the APR and in the PowerPoint display of faculty work and credentials.

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

PART ONE (I): SECTION 4 – POLICY REVIEW

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

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

2015 Team Assessment: The relevant documents were provided in the team room.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS AND STUDENT PERFORMANCE CRITERIA

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

Realm A: Critical Thinking and Representation:

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

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

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

[X] Met

2015 Team Assessment: Evidence of this ability is found dispersed throughout the curriculum and is particularly evident in ARC 601/602: Thesis Studio.

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

[X] Met

2015 Team Assessment: Evidence of this SPC is found in multiple areas of the curriculum, particularly in ARC 405 and ARC 406: Advanced Architectural Design Studio VIII and IX.

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

[X] Met

2015 Team Assessment: Evidence of this SPC is found in multiple areas of the curriculum, with a foundation established in ARC 101/102 and refinement shown in ARC 601/602: Thesis Studio.

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

[X] Met

2015 Team Assessment: Evidence of technical documentation is found within the assessment of ARC 518: Professional Practice.

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

[X] Met

2015 Team Assessment: Ample evidence is found in ARC 601/602: Thesis Studio, and supporting evidence is found in many other courses. This condition is **Met with Distinction**.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 303: Intermediate Architectural Design Studio.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 601/602: Thesis Studio.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 405 and ARC 406: Advanced Architectural Design Studio VIII and IX.

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

[X] Met

2015 Team Assessment: Evidence is found within the assessment of ARC 207: History of Architecture and ARC 317: Urban Theory.

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

[X] Met

2015 Team Assessment: Evidence is found within the assessment of ARC 200: Architectural Ecology, which supports the student's understanding of this criterion.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 601/602: Thesis Studio. This condition is **Met with Distinction**.

Realm A. General Team Commentary: The curriculum is well structured to support students in the development of their skills in this realm. The capstone Thesis Studio, in particular, supports students' design skills. The curriculum as a whole embeds architectural design in multiple contexts and emphasizes the cultural role of architecture. Communication skills are systematically developed throughout the curriculum.

Realm B: Integrated Building Practices, Technical Skills and Knowledge:

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

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

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 405: Advanced Architectural Design Studio VIII.

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

[X] Met

2015 Team Assessment: Evidence of the ability to create designs that provide integrated use of sites, facilities, and systems by individuals with disabilities is demonstrated in project work in ARC 405 and ARC 406: Advanced Architectural Design Studio VIII and IX.

Each year, the students in the Professional Practice course conduct a wheelchair race during the week of their professional seminar on the ADA. The path of the race includes maneuvering through areas where accessibility has not been provided. This race is conducted to help students understand the importance of applying the principles of accessibility in all aspects of their designs.

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

[X] Met

2015 Team Assessment: Evidence is found in project assignments in ARC 200: Architectural Ecology and in ARC 405 and ARC 406: Advanced Architectural Design Studio VIII and IX. Participation in the Solar Decathlon program represents a visible symbol of, and reinforces a culture of, environmental responsibility.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 405: Advanced Architectural Design Studio VIII, specifically in the Hampton University Master Facilities Plan Project. Evidence of a response to urban fabric is found in ARC 306: International Urban Design Studio.

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

[X] Met

2015 Team Assessment: Evidence is found in project assignments in ARC 405 and ARC 406: Advanced Architectural Design Studio VIII and IX, including life-safety plans.

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

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.7. Environmental Systems
A.9. Historical Traditions and Global Culture	B.9. Structural Systems
B.5. Life Safety	

[X] Not Met

2015 Team Assessment: Insufficient evidence was found for integrating A.9. Historical Traditions and Global Culture and B.4. Site Design into design decisions. While the building designs demonstrated a high level of integrating the other SPCs, the team did not find sufficient evidence of site analysis, site response, or site design, including, but not limited to, landscaping, topography, soil conditions, and overall context.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 517: Professional Practice.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 315: Environmental Systems, specifically in the Bemis Case Study.

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

[X] Met

2015 Team Assessment: Evidence of an understanding of basic structural principles is found in project assignments in ARC 405 and ARC 406: Advanced Architectural Design Studio VIII and IX, and is demonstrated in exams in ARC 414 (Structures 1, 2, and 3)

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

[X] Met

2015 Team Assessment: Evidence of a basic understanding of the principles involved in the appropriate application of building envelope systems is demonstrated in project assignments in ARC 405 and ARC 406: Advanced Architectural Design Studio VIII and IX, and in coursework in ARC 310 (Building Science 1 and 2.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 315: Environmental Systems.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 213: Building Science.

Realm B. General Team Commentary: This realm focuses on integrated building practices, and technical skills and knowledge. The student is expected to understand and apply basic technical skills and knowledge, including the issues of site analysis, constructability, life safety, accessibility, and sustainability. Student performance with respect to the criteria in this realm provides evidence of the intent to have a strong course sequence that builds progressively on previous knowledge and culminates in a strong research-based thesis. Overall, the Hampton University Department of Architecture performs in Realm B at a high level, but is in need of improvement within specific areas. The integration of site analysis and contextual awareness into the comprehensive design seems to diminish after the third year, which interrupts this strong linear course path.

Realm C: Leadership and Practice:

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

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

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

[X] Met

2015 Team Assessment: In ARC 305 and 306: International Urban Design Studio, evidence is found indicating that students demonstrate an ability to work with each other and with other disciplines (such as urban planning) to complete design projects.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 200: Architectural Ecology, particularly in the assignment on the Journal 4 entry "Methods for Researching Human Behavior."

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

[X] Not Met

2015 Team Assessment: No evidence was found of work showing that all students understand their responsibility to reconcile the client, owner, user group, public, and community domains. The team did find a program in ARC 405: Advanced Architectural Design Studio VIII that illustrates an understanding of client needs, owner needs, and user groups.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 517: Professional Practice.

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

[X] Met

2014 Team Assessment: Evidence is found in a combination of elements in ARC 517: Professional Practice. This is illustrated partially in the course's tests, but largely in the Mock Business Plan books.

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

[X] Met

2015 Team Assessment: Evidence is found in ARCH 517: Professional Practice.

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

[X] Met

2015 Team Assessment: This criterion is **Met** through a combination of ARC 200: Architectural Ecology for zoning and subdivision ordinances, building codes and regulations, and environmental regulation; ARC 517: Professional Practice for registration law, professional service contracts, zoning and subdivision ordinances, building codes and regulations, accessibility laws, and environmental regulation; and ARC 304 for historical preservation.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 517: Professional Practice.

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

[X] Met

2015 Team Assessment: Evidence is found in ARC 601: Thesis Studio in student theses concerning how student projects would interact with the surrounding context politically, publicly, locally, and globally.

Realm C. General Team Commentary: This realm focuses on an understanding of the architectural profession and the architect's role within and outside of that profession. The architect is expected to reconcile multiple groups affected by a project—including, but not limited to, clients, users, neighbors, contractors, and consultants—in a way that is legally and ethically sound. Students are expected to understand the different roles of these groups and how they can interact with each other.

A large number of the criteria in this realm are met through the Professional Practice classes and a few other classes. Studios also play a role in involving clients; however, an understanding of the synthesis of all the different components mentioned above is less evident.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

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

[X] Met

2015 Team Assessment: The APR indicates that Hampton University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

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

[X] Met

2015 Team Assessment: Hampton University uses the M. Arch. designation and includes general studies, professional studies, and electives.

II.2.3 Curriculum Review and Development: *The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

[X] Met

2015 Team Assessment: The majority of the full-time faculty are licensed architects.

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

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

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

[X] Met

2015 Team Assessment: This condition is **Met** through an admissions review process called an "evaluation of transfer credits," which is then reviewed by the faculty, the chair, and the admissions office.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees: *In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

[X] Met

2015 Team Assessment: Evidence is found on Hampton University's website that illustrates the statement on NAAB-accredited degrees.

II.4.2 Access to NAAB Conditions and Procedures: *In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents, and faculty:*

The 2009 NAAB Conditions for Accreditation

The NAAB Procedures for Accreditation (edition currently in effect)

[X] Met

2015 Team Assessment: Evidence is found on Hampton University's website.

II.4.3 Access to Career Development Information: *In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

www.ARCHCareers.org

The NCARB Handbook for Interns and Architects

Toward an Evolution of Studio Culture

The Emerging Professional's Companion

www.NCARB.org

www.aia.org

www.aiaa.org

www.acsa-arch.org

[X] Met

2015 Team Assessment: Evidence linking to specified resources is found on the university's website.

II.4.4 Public Access to APRs and VTRs: *In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

All Annual Reports, including the narrative

All NAAB responses to the Annual Report

The final decision letter from the NAAB

The most recent APR

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

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

[X] Met

2015 Team Assessment: Although evidence illustrates that this condition is **Met**, access to these documents may be limited due to the necessity for individuals seeking access to identify themselves to the chair.

II.4.5 ARE Pass Rates: *Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents, either by publishing the annual results or by linking their website to the results.*

[X] Met

2015 Team Assessment: Evidence is found through a link to NCARB on Hampton University's website.

III. Appendices:

1. Program Information

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

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

Reference Hampton University, APR, pp. 1-1

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

Reference Hampton University, APR, pp. 1-2 to 1-15

C. Long-Range Planning (I.1.4)

Reference Hampton University, APR, pp. 1-35 to 1-36

D. Self-Assessment (I.1.5)

Reference Hampton University, APR, pp. 1-37 to 1-45

2. Conditions Met with Distinction

1.1.2 Learning Culture and Social Equity

The big brother/sister program, social events, and an engaged and active student body distinguish the program.

A.5 Investigative Skills

In the Thesis Studio sequence, students thoroughly engage in developing investigative skills. Other courses provide a foundation for the Thesis Studios.

A.11 Applied Research

The team found this SPC to be met at a level of ability to apply research rather than just at a level of understanding.

3. **The Visiting Team**

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IV. Report Signatures

Respectfully Submitted,



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Team Chair

Representing the AIA



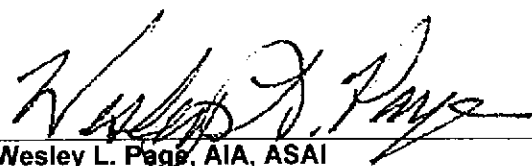
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