



**Fairmont State University
Board of Governors**

Board Action Item Approval

Date: 05/05/2022

Action Item: Approval of A.S., B.S., and M. Arch. in Architecture Program Review

1 **1. Approve above action item as presented.**

2 **2. Approve above action with the following stipulation:**

3 **3. Table the above action item until _____
(next Board of Governors' meeting)**

FSU President

5/5/2022

Date

FSU Board of Governors' Chair

Date

5/5/22

ACADEMIC PROGRAM REVIEW

Fairmont State Board of Governors

Program with Special Accreditation Program without Special Accreditation

INSTITUTIONAL RECOMMENDATION Approved by the Board of Governors (§ 5.2.8)

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

X 1. Continuation of the program at the current level of activity, with or without specific action;

_____ 2. Continuation of program with at a reduced level of activity (e.g., reducing the range of optional tracks) or other corrective action

_____ 3. Identification of the program for further development; or

_____ 4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like.

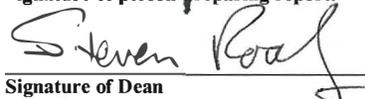
_____ 5. Discontinuation of the Program

Rationale for Recommendation:

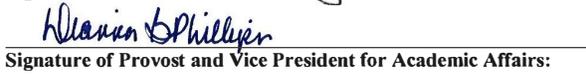
The Architecture program is in the final stages of receiving NAAB accreditation and as notes has the potential to become a game changer in the state. At present, the program is operating at the leading edge for a program its size nationally.


Signature of person preparing report:

10.29.2021
Date


Signature of Dean

10/29/2021
Date


Signature of Provost and Vice President for Academic Affairs:

3/10/22
Date

Signature of President:

Date

Signature of Chair, Board of Governors:

Date

Executive Summary for Accredited Programs

Degree Program:	Master of Architecture/B.S. Architecture (1 ½ + 4 year = Professional Degree) A.S. Architectural Engineering Technology
College or School/Department:	College of Science and Technology
Chair/Program Coordinator	Kirk Morphew
Accrediting Agency:	National Architectural Accrediting Board (NAAB)
Agency Website:	www.naab.org
Date of Last Accreditation Visit:	October 2020
Review Outcome:	Granted Continuing Candidacy
Date of Next Accreditation Review:	Fall 2022

- A. Provide a brief summary of significant findings from the most recent accreditation review. Include official letter of accreditation status.

Quotes from the 2020 NAAB Visiting Team Report:

The team found a program under the stewardship of inspired faculty and dedicated staff, and that the institution benefits from a committed adjunct faculty and a strong group alumni and allied partners. Within this region, AIAWV shares in the school’s vision for an architectural program that best serves their region, and has the potential to become a game changer for the state of West Virginia.

The team found a team of individuals dedicated to enhancing the students’ experience while partaking of educational support services including the library, shops and labs, and IT.

The team found a group of students that shared their passion and commitment towards the program, the university, and the field of architecture.

The team also found individuals who celebrate Fairmont State’s architecture program as an asset to the state.

Most importantly, the team found that the Architecture program at Fairmont State provides the students with a strong educational foundation that allows them to be fully integrated into the profession.

The NAAB Continuation of Candidacy Letter to President Martin immediately follows this page.



NATIONAL ARCHITECTURAL ACCREDITING BOARD, INC.

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March 12, 2021

Mirta Martin, PhD
President
Fairmont State University
222 Hardway Hall
1201 Locust Avenue
Fairmont, WV 26554

Dear President Martin:

At their February 2021 meeting, the directors of the National Architectural Accrediting Board (NAAB) reviewed the Visiting Team Report (VTR) for Fairmont State University.

On behalf of the Board, it gives me great pleasure to inform you that the **Master of Architecture** degree program was granted continuation of candidacy. The next visit for either initial accreditation or continuation of candidacy is scheduled for 2022. This visit will be conducted under the provisions of the NAAB [2020 Conditions for Accreditation](#) and Section 5 of the [2020 NAAB Procedures for Accreditation](#). The program must achieve initial accreditation by 2024.

Please be reminded that continuing candidacy is predicated on submission of Annual Statistical Reports, as well as public dissemination of both the Architecture Program Report and the VTR. These documents must be made public electronically in their entirety. Please see Condition II.4.4 of the 2014 *Conditions for Accreditation* and Section 5 of the 2015 *Procedures for Accreditation*.

Listed below are the required program documents and due dates:

Document Due	Date Due
Annual Statistical Report	November 30, 2021
Architecture Program Report	March 1, 2022

On behalf of the NAAB and the visiting team, thank you for your support of accreditation in architectural education.

Very truly yours,

Marilyns Nepomechie, FAIA, DPACSA, NCARB
President

cc: Kirk Morphew, AIA, Director
Nestor Infanzon, FAIA, Team Chair

- B. Identify weaknesses or deficiencies from the most recent accreditation review and describe how these are being addressed.

The 2020 NAAB Visiting Team reported only two (2) “Conditions Not Met” of the forty-nine (49) Conditions set by NAAB. The Conditions Not Met were C.3 Integrative Design and II.4.1 Statement on NAAB-Accredited Degrees. The definition of the Condition, the Team comment and the Program resolution are outlined below.

C.3 Integrative Design defined:

Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

NAAB Team comment:

Additional documentation was needed in order to better understand the students’ overall ability to illustrate their decision process when dealing with materials, technology systems, building systems, and others within the development of a comprehensive design.

Program resolution:

We are following through on the above NAAB Team critique. During the next visit in Fall 2022, the Program will provide the NAAB Team more extensive documentation of student process in the development of their design.

II.4.1 Statement on NAAB-Accredited Degrees defined:

All institutions offering a NAAB-accredited degree program, or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, Appendix 1, in catalogs and promotional media.

NAAB Team comment:

2020 Analysis/Review: The following information was provided in the APR, page 32, and verified through the program website. The team observed inconsistency in including the exact language of the sample text for accredited programs found in the NAAB Conditions for Accreditation.

The correct statement was provided in these locations:

<https://www.fairmontstate.edu/collegeofscitech/academics/accreditation>

<https://www.fairmontstate.edu/collegeofscitech/academics/architecture-program>

A version of the required statement found here omitted the projected year of initial accreditation:

<https://catalog.fairmontstate.edu/content.php?catoid=4&navoid=485>

Program resolution:

The above omission was quickly corrected during the Team Visit.

Provide five-year trend data on graduates and majors enrolled.

Currently, our Professional Degree is comprised of the three degrees below. The AS AET was the first 60 hours of a 2 + 2 curriculum culminating with a BS Architecture. The AS AET is being retired as it no longer serves a function in a Professional Degree Program.

Master of Architecture/B.S. Architecture (1 ½ + 4 year = Professional Degree)

A.S. Architectural Engineering Technology (in process of retirement)

			HEPC Series 10		
AY	*Enrollment	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.		
2020-21	6	1	Average of Five Most Recent Years		
2019-20	5	1			
2018-19	3	0			
2017-18	3	0			
2016-17	4	0			
5-YR AVG	4	0.4	Degree Level	*Enrollment	**Degree Awarded
			AS AET	4	0.4
* Unduplicated academic year headcount					
** IPEDS Graduation data (July 1 - June 30)					

B.S. Architecture (4 year)

			HEPC Series 10		
AY	*Enrollment	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.		
2020-21	62	14	Average of Five Most Recent Years		
2019-20	71	9			
2018-19	70	6			
2017-18	81	8			
2016-17	82	13			
5-YR AVG	73	10	Degree Level	*Enrollment	**Degree Awarded
			Baccalaureate	73	10
* Unduplicated academic year headcount					
** IPEDS Graduation data (July 1 - June 30)					

Master of Architecture (1 ½ year)

			HEPC Series 10		
AY	*Enrollment	**Degree Awarded	Productivity Standards Programs are required to meet at least one of the indicators listed below.		
2020-21	5	1	Average of Five Most Recent Years		
2019-20	4	4			
2018-19	3	1			
2017-18	6	2			
2016-17	6	2			
5-YR AVG	5	2	Degree Level	*Enrollment	**Degree Awarded
			Masters	5	2
* Unduplicated academic year headcount					
** IPEDS Graduation data (July 1 - June 30)					

C. Summary of assessment model and how results are used for program improvement.

Curriculum and Assessment

The program emphasizes the integration of theory, culture, history, sustainability, and practice within the unique dynamics of the Appalachian region. The program emphases are realized across the curriculum. In design studios students often work as teams. Projects are often oriented toward design questions that consider re-envisioning communities and the nature of place. A sustainable approach toward building is embedded in studio projects and complementary courses at both the undergraduate and graduate levels. The Community Design Assistance Center (CDAC), serves to collaborate with local and regional community stakeholders and provide the necessary leadership to assist with design opportunities that would otherwise go unpursued.

Long range planning for curriculum involves a multi-level approach. At the course level, outcomes and content undergo annual review for trends and currency per our Professional Advisory Committee (PAC) direction and alignment with the NAAB Student Performance Criteria (SPC). In response, courses are revised as needed. Program level review occurs biennially, to determine the need for adding to, or deleting courses from, the curriculum to better align with the direction of the trends of the profession. Every five years the program curriculum is reviewed against the program mission. As needed, the program curriculum, or mission is revised.

Assessment of learning outcomes is also used to inform curricular changes. The university uses systematic data collection and reporting via TaskStream. Program and course data are evaluated by reviewers external to the program (Professional Advisory Committee and Adjuncts) at the institutional level to assess effectiveness toward the outcomes. Learning outcomes at the program and course level are informed by trends and changes in the profession, and are adjusted in consultation with our Professional Advisory Committee. Outcomes and objectives are evaluated against National Council of Architectural Registration Boards educational recommendations and are responsive to NAAB Student Performance Criteria. Each course is revisited annually for currency and compliance with the various informational sources. Course assessment methods (quizzes, tests, inquiries, projects) are reviewed and adjusted to better focus on the understanding and abilities needed to transition through education and into the profession. Program level review mechanisms (walk-throughs of displayed student work, round table discussions, inter-departmental meetings) are reexamined for effectiveness, and modified as needed. Undergraduate and graduate program curriculum are reevaluated for currency and effectiveness of outcomes every five years as required by the university.

Program Self-Assessment

The Architecture Program subscribes to an assessment plan where program outcomes are identified and direct measures of those outcomes are evaluated. The learning outcomes approach provides for review of individual courses and programs, and provides a means for determining direction or re-direction as necessary. An assessment of learning outcomes at the course level has been in place for over a decade, and is an ever-improving mechanism for the campus community.

The University Office of Assessment and Planning facilitates a required peer review process for assessment at the program level annually, where the program assessment process is reviewed by faculty external to the program discipline. Additionally, a 5-year program review is conducted as part of institutional accreditation efforts for evaluating program effectiveness toward objectives, and facilitating program planning.

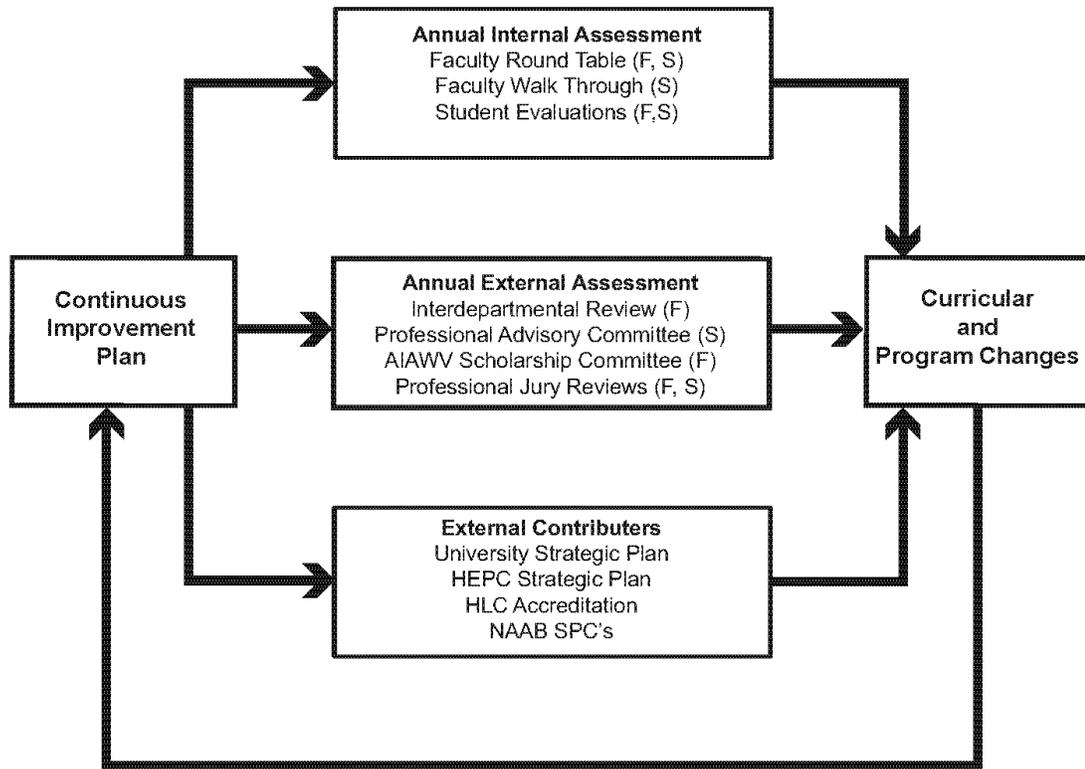
The architecture program's Professional Advisory Committee (PAC) has a key role in external review of the program. The group is composed of members representing the WV Board of Architects, the American Institute of Architects, the profession at large, emerging professionals, and alumni. The committee meets annually and participates in a half-day discussion to advise and develop strategies for the program's curricular and extracurricular direction. Committee recommendations are considered and implemented into the pedagogy as necessary.

Throughout each academic term, members of the profession, the AIAWV Scholarship Committee, and members of the community participate in various design juries at both the undergraduate and graduate level. Participants provide tangible feedback through evaluation forms and rubrics. Feedback is reviewed and used to inform course pedagogy.

A beginning of the term faculty round table is conducted to set goals and expectations for each course. An end of the semester faculty walk-through is subsequently conducted to revisit course level outcomes and teaching effectiveness. Full-time and adjunct faculty of the architecture program participate in the round table and walk-through discussions, focusing on progress toward the outcomes and the NAAB SPC's.

Students evaluate each course instructor each semester. These evaluations are conducted by the university and utilized the IDEA Form the fall of 2019. Since then Evaluation Kit by Watermark Insights has been used. Students answer specific questions about each course in a survey format and are encouraged to write comments. Completed evaluations are reviewed by the Chair and discussed with faculty to address areas of strengths and those that need improvement.

Curricular Assessment and Development



F = Fall Semester
S = Spring Semester

D. Provide data on student placement

Given the relatively small size of the program, formal surveys aren't typically employed. However, the faculty are usually aware of who is and is not employed in the profession. Students with any difficulty finding the kind of employment they are seeking are often guided by the faculty to firms that are hiring. Additionally, architecture students are required to create a professional presence on LinkedIn by their senior year. This connects our students, the faculty, our graduates, and potential employers. Anecdotally, nearly all graduates of the program are employed in the field if they wish to be.

E. Attach the most recent accreditation or reaffirmation report and a copy of the letter containing the conferral of accreditation to the executive summary.

Please see the following Fairmont State University Continuing Candidacy Visiting Team Report from the October 18-19, 2020 visit.